RADFORD
UNIVERSITY

A Systematic Approach to Re-imagining the Future of Experiential Learning at Radford University

Presidential Taskforce Report

Background

Radford University is a comprehensive public institution that has received national recognition for many of its undergraduate and graduate academic programs, as well as its sustainability initiatives. Founded by the Virginia General Assembly in 1910, the Radford University of today offers students many education opportunities through 76 bachelor's degree programs in 47 disciplines, three associate degrees and six certificates at the undergraduate level; 28 master's programs in 23 disciplines and six doctoral programs at the graduate level; 13 post-baccalaureate certificates and one post-master's certificate.

In addition to robust academic offerings and engaging student experiences on the main campus located in Radford, Virginia, Radford University also offers a clinical-based educational experience for more than 1,100 students living and learning in Roanoke, Virginia, as part of Radford University Carilion, a public-private partnership focused on the cutting-edge delivery of health sciences programming, outreach and service. The university also offers educational programs at the Roanoke Higher Education Center, the Southwest Virginia Higher Education Center in Abingdon, Virginia and New College Institute in Martinsville, VA. In addition the university provides extensive distance learning opportunities, including online, self-paced, competency-based education (CBE) in high-demand workforce areas throughout the Commonwealth of Virginia and nationally through the Vinod Chachra IMPACT Lab.

Radford University has a long history of faculty and staff being deeply committed to creating experiential learning opportunities within and beyond the classroom. These opportunities have allowed students to experience their disciplines and connect theory with practice. Experiential learning at Radford University has evolved to provide scaffolded experiences and immerse students into the context of work for their respective fields of study. With the establishment of the Office of High Impact Practices in 2014, the reimagining of the Center for Career and Talent Development in 2016 and the launching of Radford University's Strategic Plan 2018-2023: *Embracing the Tradition and Envisioning the Future,* the institution has been intentionally advancing experiential learning as a strategic initiative.

Although experiential learning at Radford University has evolved, there is still an opportunity to increase both accessibility and equity for students. Radford University was awarded the SCHEV Innovative Internship Grant to further the experiential learning foundational work and create a comprehensive university-wide plan. President Hemphill convened a broad-based Presidential Taskforce comprised of university leaders, students, economic development leaders, alumni, employer partners, and other stakeholders to address the following question: *How do we create a comprehensive experiential learning program at Radford University that is accessible to all students and provides a sustainable talent pipeline for southwest Virginia?* The work of this taskforce directly supports the university mission and opportunities outlined in the strategic plan.

> *Radford University has the opportunity to contribute to economic development and strengthen community partnerships by identifying ways in which the campus can use its physical and intellectual resources to enrich its mission, define its brand, enhance the region and support job creation and growth. Such activities include gaining a greater understanding of its current outreach efforts, by fostering better use of its campus facilities and services and supporting entrepreneurial growth.*
> -Radford University 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future*

Experiential Learning Taskforce

The diverse and inclusive cross-functional taskforce chose a holistic approach to developing recommendations that could create an experiential learning eco-system as well as created a roadmap that could positively impact Highlanders for generations to come.

RADFORD UNIVERSITY – EXPERIENTIAL LEARNING TASKFORCE	
Honorary Chair	Dr. Brian O. Hemphill, President
Role: University Leader	Dr. Carolyn Ringer Lepre, Interim President

Vice Chair Role: Strategic Leader	Dr. Angela Joyner, Interim Chief of Staff, *Former Special Advisor to the President for Partnerships and Chief Innovation Officer*
Economic Development, Industry Partners Role: Expertise in economic development, workforce development and strategy for the SWVA region.	Ms. Erin Burcham, President, VERGE Mr. Charlie Jewell, former Executive Director, Onward New River Valley Mr. James Cabler, Director, Business Engagement Mr. Jonathan Sweet, Pulaski County Administrator Steve Cooper, CEO NextUP Solutions, Excelaration
Academic Leadership / Faculty Role: Provide faculty and administrative linkage and integrate high-qualitiy accessibile and equitable experiential education within and beyond the curriculum.	Dr. Jeanne Mekolichick, Associate Provost for Research, Faculty Success and Strategic Initiatives Dr. Johnnie Sue Wijewardane former Dean, School of Nursing Dr. Joy Bhadury, Dean, Davis College of Business and Economics Dr. Heather Keith, Executive Director of Faculty Development Dr. Joe Wirgau, Faculty, Director, Office of Undergraduate Research and Scholarship Dr. Nicole Hendrix, Faculty, Assistant Provost of Undergraduate Education Dr. Jeff Pittges, Faculty, Applied Research Center, Chief Technology Officer (CTO) at Wize Solutions Dr. Teresa Burriss, Faculty, Director, Appalachian Community Outreach Initiative and Appalachian Regional Center Dr. Bruce Parsons, Faculty, Department of Design
Academic and Student Support Services Expertise in support services and student success with regards to experiential learning initiatives.	Ms. Tricia Smith, Associate Vice President for Student Life Ms. Allison Pratt, Director, Financial Aid Ms. Ellen Taylor, Program Director and Career Coach, Center for Career and Talent Development Ms. Janean Williams, Coordinator for Internships and Co-operative Education, Center for Career and Talent Development Mr. Jason Clayton, Director, Center for Career and Talent Development
Alumni Relations Role: Provide insight and best practices for alumni relations and university advancement	Mrs. Laura Turk, Executive Director, Alumni Relations
Students Role: Provide student perspective and needs for experiential learning.	Hari Talari Chris Davis Ethan Sweeney
Institutional Effectiveness Role: Assis in developing improved university wide tracking and assessment of experiential learning.	Dr. Sandra Baker, former Director, Office of Institutional Effectiveness and Quality Improvement

The Presidential Taskforce was charged with creating a comprehensive experiential learning (ExL) program at Radford University that is accessible to all students and provides a sustainable talent pipeline for southwest Virginia. The taskforce produced the deliverables outlined below.

The taskforce proposed several recommendations that could increase student engagement, address current opportunities and provide strategies that make experiential learning more accessible and equitable to Radford University students and stakeholders alike.

Approach | Methodology

The taskforce employed both a quantitative and qualitative approach to identify opportunities and develop the key deliverables outlined in the initial grant proposal. An exhaustive situation assessment was completed that included a literature review, focus group sessions, stakeholder interview meetings, survey distribution and an analysis pertaining to gaps, barriers and opportunities. These elements served as the foundation for strategy development and ultimately the recommendations outlined in this report.

An advanced team was selected to help facilitate meetings, guide discussions and synthesize information obtained during the project. The broader taskforce convened each month for two-hour work sessions during a nine-month period. The meetings included preparatory assignments, small group sessions and break-out activities. The advance team held bi-weekly sessions in addition to the broader taskforce meetings to ensure progress on key action items and to meet with additional stakeholders. In January 2021 and at the mid-point of the project, the taskforce met for a virtual all-day retreat. The purpose of the retreat was to:

1. Discuss the literature review, opportunity/gap analysis, industry best practices and student focus group information obtained to date.
2. Create a mission and vision statement for experiential learning at Radford University.
3. Develop an experiential learning pathway identifying the student journey from recruiting to first career destination
4. Develop strategies to support an experiential learning eco-system

After the taskforce retreat, the focus of the monthly work sessions shifted to refining and prioritizing the lead strategies. The taskforce also had the opportunity to engage a broader group of stakeholders and leverage their unique expertise to inform the refinement of the strategies. Initial resources and budget were also discussed as part of these sessions.

Exhibit 1. Taskforce Approach

Taskforce Plan

The taskforce and advance team met over the course of nine months to understand the current landscape, identify opportunities and obstacles and develop recommendations for a comprehensive experiential learning plan.

Current Situation- Landscape Overview

The taskforce explored data to understand what experiential learning and innovative teaching types currently exist at Radford University and how it is categorized based on the proposed definitions. The taskforce discovered that faculty members often engaged in one or more types of pedagogical approaches as part of their course delivery; however, it was also determined that faculty may be unfamiliar or uncertain of how to incorporate these experiences in their courses. While several types of experiential learning are currently integrated into the curriculum, faculty do not always recognize or report them for inclusion in the university reported experiential learning metrics.

Exhibit 2. Experiential Learning Pedagogical Approaches at Radford University
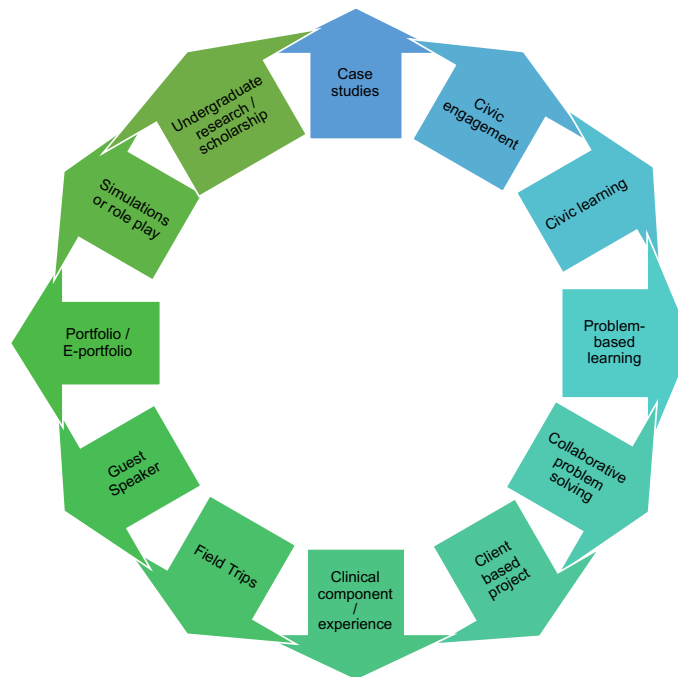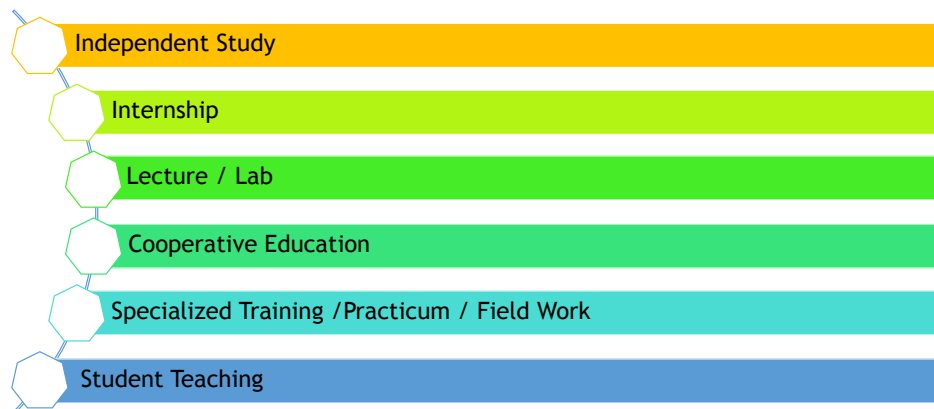
Exhibit 3. Experiential Learning Types at Radford University

- Independent Study
- Internship
- Lecture / Lab
- Cooperative Education
- Specialized Training /Practicum / Field Work
- Student Teaching

It was determined that all of the experiential learning types were being utilized at the university. Select examples include credit-bearing internships, course-based undergraduate research experiences (CUREs), Radford Amazonian Research Experience (RARE), Summer Undergraduate Research Fellowships (SURFs), the Highlander Research Rookies program, learning communities, community-based learning, simulation / gaming / role play (CBE/IMPACT Lab), UNIV 100 (first year experience), clinical and student teaching, capstone courses, cooperative education assignments (co-ops), field experiences, service learning and internships.
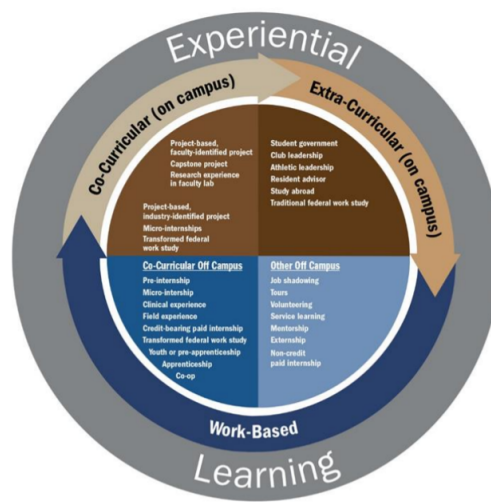
Experiential Learning Terminology
The taskforce conducted an institutional audit to explore the types of experiential learning opportunities available to our students. Through the process articulated above, we learned that multiple definitions of experiential learning exist at Radford University. Not surprisingly, these definitions emphasize and reflect the various professional homes of the enterprise—academic affairs, student affairs, industry-focused, and career-center minded. In parallel, our process revealed strong consistency across the aspects of experiential learning that align with the literature. This task force has created the opportunity to bring these common elements together in a cohesive institutional definition. The illustration below represents key words that were identified as a result of those sessions.

Exhibit 5. Experiential Learning Key Words

The taskforce also considered how external professional organizations and stakeholders defined experiential learning such as the National Association of Colleges and Employers (NACE) defines experiential learning as encompassing "a wide variety of enriching opportunities for students, including service-learning, volunteering, student organization leadership and campus involvement, faculty-led research and projects, experiential study-abroad, student employment, work-study, cooperative education and internships." The American Association of Colleges and Universities definition of experiential learning as it relates to high-impact practices, John Dewey's theory on experiential learning were also considered as part of the landscape review. The experiential learning graphic created by the State Council of Higher Education (SCHEV) provided further context. The graphic depicted the inter-relationship between co-curricular, extra-curricular and work-based learning and provided additional consideration for the types of experiential learning and places that the activities could occur.

Exhibit 6. SCHEV Experiential Learning Illustration

Measurement and Analysis of Experiential Learning

The data collected during the landscape review reflected current methods for capturing and measuring experiential learning engagement and the challenges that exist. Both direct and indirect measures were leveraged by gathering data from multiple institutional and unit surveys, faculty annual reporting software, Institutional Research data, and unit-collected data across divisions. While broad, our current approach is highly decentralized, siloed and incomplete. An unintended consequence of a decentralized approach is the challenges encountered in assessing the current level of institutional investment in experiential learning as a whole.

Opportunities exist to centralize, streamline and capture missing data. For example, centralizing the capture of graduating senior and new alumni career information by engaging in an institution-wide conversation to leverage the full power of the *First Destination Survey* is needed for departments, colleges, accreditation and university reporting. In another example, using the Office of Undergraduate Research and Scholarship (OURS) methodology to measure the number of students participating in undergraduate research, scholarship, and creative inquiry as a model, we can replicate similar data capture methods. Finally, investing the time and resources to develop and maintain a robust centralized dashboard of experiential learning engagement will offer the infrastructure assessment support for the robust ecosystem. An example of data capture for a subset of the experiential learning activity is outlined below.

- **Co-curricular engagement - In an analysis of data from 2,826 graduates in 2019-2020**, we found that 1,947 (63%) engaged in at least one co-curricular experiential learning experience during their studies at Radford University.   Collectively they engaged 3,133 experiential learning experiences, including Undergraduate Research (1,575); Practicum (1,025); Internship (440); Student Teaching (93), with some students engaging in more than one experience.   (Data sources: Institutional Research, Office of Undergraduate Research)

- **Credit-Bearing Experiential Learning by Degree and CIP code -** The data indicates that 14 programs offered credit-bearing experiential learning opportunities and had 873 students enrolled: Communication, Journalism and Related Programs (77); Computer and Information Sciences and Support Services (4); Education (263); Biological and Biomedical Sciences (11); Multi-Interdisciplinary Studies (87); Park, Recreation, Leisure, Fitness, and Kinesiology (71); Philosophy and Religious Studies (1); Psychology (74); Homeland Security, Law Enforcement, Firefighting and Related Programs (19); Social Sciences (18), Visual and Performing Arts (57); Health Professions and Related Programs (143); Business, Management, Marketing, and Related Support Services (45); History (3). (Data Sources: Institutional Research, SCHEV)

- **Internships -** In 2020 academic year, 615 students engaged in for-credit internships, including College of Humanities and Behavioral Sciences (236); College of Education and Human Development (196); Waldron College of Health and Human Services (111); Davis College of Business and Economics (45); Artis College of Science and Technology (14); and College of Visual and Performing Arts (13) (Data Source: Institutional Research – 2019-20 Factbook)

Extracurricular experiential learning includes opportunities to engage with the institution and that connects students to others within the community in meaningful ways. The State Council for Higher Education suggests that extracurricular experiences may teach students something, but their primary role is to foster a sense of engagement and connection.

Extracurricular experiential learning at Radford University includes opportunities that helps students gain critical thinking and reasoning skills, written and oral communication skills and characteristics of professionalism. Institutional examples include leadership in student clubs and organizations, student employment, federal work study, study abroad, job shadowing, volunteering, non-credit bearing internships, and mentorship programs. The data points collected for extracurricular experiential learning are outlined below:

- **Student Employment** opportunities that exist on campus include federal work study (761 positions listed in 2020) student wage (452 positions in 2020).

- **Study Abroad –** During the 2018-19 academic year, 115 students engaged in for-credit study abroad. In the NSSE Survey for 2020, when asked about participation in a study abroad program, 9% of students indicated they have participated and an additional 7% indicate that they plan to do so.

- **Extra-curricular activities (**organizations, campus publications, student government, fraternity or sorority life, intercollegiate or intramural sports, etc.) - When asked about how many hours they spend in extracurricular activities, 38% of students reported none, 43% reported 1-10 hours / week, 15% reported 11-20 hours / week, and 5% reported more than 20 hours per week.

*Note that many of the findings reflected throughout this report were impacted by the Covid 19 pandemic. Data will be reviewed again to establish an appropriate baseline for goals and objectives. Additional data can be found in the university factbook. https://ir.radford.edu/electronic-fact-book/

Mirroring the decentralized approach to data collection, ownership and accountability of experiential learning is dispersed. To some degree, this decentralization makes good sense and establishes a foundation for a robust ecosystem. For example, curricular experiences are grounded in academic disciplinary departments and colleges and the Center for Career and Talent Development; co-curricular experiences are largely facilitated through the Honors College, Learning Communities, Office of Undergraduate Research and Scholarship, Citizen Leader Program, and the McGlothin Center for Global Education and Engagement and the Student Venture Lab. Extra-curricular experiences are principally facilitated through Student Affairs, Financial Aid, the Center for Career and Talent Development, and the colleges/departments. Each of these units have expertise in various aspects of the experiential learning enterprise and engage students throughout their academic journey at Radford University. The various nodes of accountability create multiple on-ramps for students to engage. Bringing this group and external partners together in an ongoing way to leverage the various perspectives and align both accountability and assessment could help to establish the solid foundation for a robust ecosystem that we aspire to create.

Discrepancies in equity and access
National data also reflects discrepancies in equity and access to experiential learning, based on financial, sociocultural and institutional barriers**.** The notion that there are discrepancies related to access and equity in experiential learning for marginalized populations within our student learning communities is not a new as highlighted in NACE Journal article, *Minority College Students Underrepresented in Paid Internships*, (November 2022) and *First-Generation Students Underrepresented in Internships*(August 2021). Still, significant opportunities exist in higher education to ensure that *all* students have access to career opportunities and experiential learning is an essential step in that process.

A longitudinal study conducted by the Center for Research on College-Workforce Transitions, Wisconsin Center for Education Research (Hora, n.d.) validated the notion that many college students who want to pursue an internship and pointed to the following barriers: "Among the six barriers to internships included in the survey, the most common reason that prevented students from taking an internship was the need to work at their current paid job (60%), followed by a heavy course load (56%), a lack of internships in their discipline or field (45%), insufficient pay (33%), lack of transportation (19%), and lack of childcare (9%)." Looking more closely at socio-cultural factors and barriers, the study found "first-generation students were more likely to report the barrier of working at their current jobs, with 65% of first-generation students reporting this as a barrier. In addition, students' race or ethnicity was significantly related to the barrier of lack of transportation, with Black or African American students having the highest number of respondents reporting the barrier of transportation (n=49, 29%)." Institutional factors such as heavy course load, the need to work, and transportation problems also were found to be a barrier for some students. "Specifically, full-time students were more likely to report the barrier of a heavy course load (n=313, 60%), part-time students were more likely to report the obstacle of working (n=102, 68%), and full-time students were more likely to report the problem of transportation

(n=110, 21%). Students' majors were significantly associated with three barriers to internship participation: the need to work, a heavy course load, and insufficient pay."   The situation for students is magnified by multiple barriers, as illustrated by students in focus groups who indicated that "some students hoped to schedule an internship over the summer when their academic load was less onerous, students working full-time jobs found the scheduling requirements of internships to be problematic" Additionally, students who had had an internship in our focus groups reported how they had found them through friends, family, former employers, or volunteer experiences [and] for students who are not well connected the process of finding an internship can be especially difficult, as they may lack social connections to the professional settings needed to access internships.   Similarly, for many students the application process was "described as lengthy and disheartening; and some students felt disadvantaged because they were competing for internships with students from more prestigious universities." The study suggested that [the] "cumulative impact and interconnected nature of financial and sociocultural barriers, and the lack of institutional supports to help students overcome them, creates a situation that too often leads students to self-select out of an internship opportunity."

Our research indicated that what is reflected in previous studies may also hold true at Radford University. Looking at specific demographics related to PELL status, Radford University data indicated that 466 students receiving PELL engaged in co-curricular experiential learning contrasted with 707 students not receiving PELL engaged in experiential learning.   Similar data related to first-generation students reflected 431 first-generation students engaged in co-curricular experiential versus 742 non-first-generation students engaged in experiential learning. (*Data Source: Radford University Institutional Research*).

 During student focus group sessions when discussing experiential learning, the following thoughts and feelings were expressed:

- *"I've heard a lot of people say that they can't really find the connections that they need in the professional world so it's hard for them to be able to catch an internship."*
- *"I have a couple friends that find it difficult to put themselves out there to apply for other jobs or internships because they're just not capable of being in an environment where they're gonna feel uncomfortable."*
- *"I felt like I missed out because my classmates were able to participate in summer internships and get jobs but I had to work my regular summer job to make money for living and tuition. Education is kinda like unfair if you don't have family money."*
- *"An internship seems cool but I didn't really see any paid ones near my house. I don't want to work for nothing when I could really use the money."*
- *"...If Radford offered funding for internship opportunities, I might actually be able to get a job after graduating from here."*

These comments were consistent in other listening sessions with students from multiple populations and affinities. The perceptions and experiences had similar themes and provided additional insight to the challenges and opportunities that exist at Radford University.

Partner and Stakeholder Engagement
Our engagement with experiential learning stakeholders at Radford University revealed a committed, yet somewhat isolated, internal group. Our industry and community partners who served as taskforce members, have had limited exposure to the experiential learning enterprise at Radford University. Several of these partners have had deep relationships with other universities in the region for internships, job shadowing, collaborative grant proposals and economic development initiatives and seek to develop a more strategic relationship with Radford University. Most of the employer partners have a rich history of hiring Highlanders for early talent opportunities; however, other companies are seeking to build awareness for their organizations, create strategic partnerships and build a sustainable talent pipeline with Radford University. The taskforce spent time identifying current practices and exploring structural opportunities to more deeply engage industry and community partners in an ongoing way.

An essential first-task in building a stronger relationship with our community partners was to identify key regional economic development partners as well as employer partners to serve on the taskforce and provide critical insights from an external point of view. Radford University collaborated with several of these organizations on research, economic development projects for region 2 and talent pipeline initiatives in the last few years. One such initiative, *The GO Virginia Region 2 – Stopping the Brain Drain Talent Attraction and Retention Study,* provided the following insights about experiential learning:

- Education and workforce development is a regional strength, but not is not necessarily producing a robust talent pipeline
- Student survey themes indicated local career awareness among students and viewing students as potential talent pipeline as opportunities.
- The study recommended strategies to research and consider internship programs and other work-based learning to assist in creating a talent pipeline through hands-on learning and experience.
- New River Valley, 22% of students indicated that they would consider looking for employment in the New River Valley post-graduation. Radford student disproportionately indicated that they would stay in the region which was significant compared to other institutions in the study.

In addition to providing industry insights, our external partners were invaluable in helping our faculty and staff realize gaps in current approaches and thinking. Their input, guidance and candor regarding experiential learning were essential to the team discussions and the recommendations that were ultimately shared forward.

Experiential Learning and Career Readiness Linkage
Acknowledging the value of Experiential Learning in student career preparation and readiness, the work of the taskforce has been informed by longitudinal studies from National Association of Colleges and Employers (NACE), the Association of American Colleges and Universities (AAC&U), and SkillSurvey, Inc. These organizations as well as other industry reports, offered insights and guidance on competencies that employer partners value, and the role of experiential learning as a foundational component to the acquisition of those skills and competencies.

The AAC&U Liberal Education and America's Promise (LEAP) initiatives, launched in 2005 and active until 2018, was a "national public advocacy and campus-action initiative to champion the importance of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. Through the LEAP initiative, and in partnership with the hundreds of campuses engaged in it, AAC&U identified and promoted a set of broad learning outcomes, high-impact educational practices that help students make progress in achieving the outcomes, and authentic forms of assessment for measuring their achievement. The transformative success of LEAP set the stage for AAC&U's current projects and initiatives to meet the challenges and opportunities now facing higher education. These ongoing projects and initiatives, as well as the association's ongoing advocacy efforts, are grounded in a new, distinctive vision of liberal education that builds on the achievements of the LEAP initiative." (Fournier@aacu.org, 2013) Many of the high-impact practices, including Internships, Service Learning / Community Based Learning, Undergraduate Research, and First Year Experiences and Capstone Courses and Projects are strongly tied to creating a scaffolded approach to Experiential Learning. The most recent Vision of Liberal Education also addressed issues of diversity, equity, access and inclusion in the student's curricular and co-curricular experience.

NACE has more than a 20 year history of publishing a Job Outlook report of the top skills that employers seek in recent college graduates. In the Job Outlook 2021 report, "Atop this list are teamwork and problem-solving skills [and] approximately three-quarters of employers surveyed want to see indications of candidates' analytical and both verbal and written communication skills, while initiative, leadership and technical skills are being sought by more than two-thirds of respondents this year. (*The Key Attributes Employers Seek on College Graduates' Resumes*, 2021) The NACE Career Readiness Initiative has also leveraged the collective data from the Job Outlook report and launched a Career Readiness Initiative in 2015 with updates in 2017 and 2021. "Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management." (*What Is Career Readiness?* 2021) The current list includes the following: Career & Self-Development, Leadership, Communication, Professionalism, Critical Thinking, Teamwork, Equity & Inclusion, and Technology. In 2018, NACE and SkillSurvey partnered on a pilot to "begin the first phase of an effort to give students, higher education professionals, and employers a consistent way to measure competencies as they relate to career readiness" (*Measuring Competency Proficiency: The Career Readiness Pilot Project*, 2018). This partnership has resulted in the SkillSurvey Career Readiness Assessment instrument ("SkillSurvey Career Readiness," 2018). Subsequently, the taskforce sought to gain an understanding of the career readiness competencies instrument and establish a baseline for Radford University via a pilot in collaboration with SkillSurvey.

SkillSurvey Career Readiness Pilot
The career readiness of college graduates as they transition from university experience to the workplace is a critical issue for institutions of higher education and employers alike. Ensuring that students are provided opportunities to develop the skills and competencies necessary to begin and sustain their career success in an increasingly competitive, global economy requires a collaborative effort between universities and employers.

In 2018, NACE and SkillSurvey introduced the online Career Readiness Assessment. SkillSurvey Career Readiness™ adapted its proven HR solution, developed by industrial organizational psychologists to help institutions discover insights

into students' proficiency in the competency areas NACE employers value most – all within an easy-to-use online assessment for student work-related experiences. Based on the participation of ninety-six institutions, SkillSurvey established a national student database of 12,380 students that have received career readiness evaluations/assessments following a work-related experience. Since its' introduction, over 150 NACE member institutions across the United States have utilized SkillSurvey's Career Readiness Assessment instrument. In the Fall 2021 semester, Radford University launched a pilot initiative to evaluate SkillSurvey's Career Readiness Assessment Instrument with the goal of determining how the assessment instrument could contribute to both the university's experiential learning curriculum and its overall student career coaching and development efforts. As part of the experiential learning work, a contractor was hired to help develop, administer and submit a final report for the pilot. The taskforce wanted to address several initial hypotheses and challenges that were identified as part of the landscape work.

In previous surveys and reports, Radford University students have suggested that providing feedback to their supervisor as well as receiving feedback on their performance would be helpful in their professional development. These types of performance and/or development instruments have been commonplace in the private sector and the SkillSurvey new higher education product was inspired by the existing solutions designed for Fortune 500 companies. What is unique about this particular instrument is its focus on the career competencies and higher education work-based learning experiences. The hope was that this could be an ongoing tool to help provide common language, performance evaluations and give students more clarity on how to gain and enhance the skills that employers desire most. Radford University was most interested in using this tool to develop a baseline and to explore opportunities to expand its use on campus. The taskforce thought that this particular tool could help students better understand the career readiness competencies, how they show up in a work setting and obtain valuable feedback on their performance at work. Ideally this tool could be used for all student employment opportunities and work-based experiential learning activity at the university.

The pilot involved a relatively small sample of students (64 total) and evaluators (48 total). Students selected for participation were already participating in some type of university-related employment involving the direct supervision of someone who could evaluate the professional behaviors intended to be measured by the career readiness assessment. Because the employers were a mix of both Radford sponsored positions and local (external) companies, the evaluator pool included both university faculty (27 total) and individuals external to the university (21 total). Student and evaluator details were supplied by Radford University and directly uploaded into the SkillSurvey database.

SkillSurvey required a minimum of thirty completed career readiness assessments in order to offer comparisons to the national database. Radford's entry of fifty-seven completed assessments allowed for the overall pilot group's career readiness to be measured against the national sample of students (12,380). Comparison at the "division" level was not possible due to the small number of students within each of the six identified divisions (specific division counts ranged from a low of four participants to a high of 17 participants).

Results from Radford University's pilot of the SkillSurvey Career Readiness Assessment instrument provided a general career readiness benchmark for both students ("individual preparedness") and university leadership ("institutional effectiveness") when evaluating career readiness efforts. For students, the ability to reflect upon potential gaps and discrepancies in self-awareness, compare overall career readiness results to a national student sample of 12,380 other students evaluated on the same or very similar survey, and see how their self-assessment ratings align with NACE research, evaluator rankings, and self-assessment rankings provided an invaluable resource for helping students identify the resources available for developing skills that can contribute to the successful transition from college to the workplace. Similarly, university leadership could use the collective career readiness results to identify institutional areas of success (e.g., academic programs, student advising efforts, experiential learning opportunities, and career & talent development activities) and/or areas where additional attention, resources, and focus are desired or required to ensure students have opportunities to enhance and develop the skills and knowledge necessary to effectively and successfully compete as they begin their careers.

Competency ranking results were divided into five categories with each category representing equal percentiles based upon calculated data from SkillSurvey national student sample of 12,380 students:

- Emerging *(1 to 20th percentile)*
- Effective *(21st to 40th percentile)*
- Proficient *(41st to 60th percentile)*
- Accomplished *(61st to 80th percentile)*
- Advanced *(81st to 99th percentile)*

Based on the career readiness data obtained from this pilot of the SkillSurvey Career Readiness Assessment instrument, Radford students were ranked in the top twenty percent nationally in the 'Equity & Inclusion' competency across both the national student sample and the entry-level job candidate sample. The competencies 'Career & Self-Development', and 'Teamwork' were also career readiness areas of strength with over forty-percent of students ranking in the top category ("Accomplished"). The 'Teamwork' competency was of specific note because NACE's research indicates it is the second most highly valued competency sought by its member employers. Interestingly, 'Equity & Inclusion' was reported as the least valued of the eight career readiness competencies according to the NACE research. Regardless of NACE member employer competency value rankings, it should be noted that all eight career readiness competencies combined play an important role in the preparation of students for a successful transition from college to the workplace. Therefore, these results should be used to assess and identify what academic and/or career development activities have contributed to this achievement in order to continue to resource and maintain this level of success.

Conversely, the career readiness results from this pilot indicate areas of recommended improvement. Over one-third of Radford students were rated as 'Emerging' in the "Critical Thinking", "Technology", and "Communication" competencies as compared to the national student database. Similarly, nearly fifty-percent of Highlanders in this pilot were rated as 'Emerging' when compared to entry level job candidates. These results are an important career readiness analytical benchmark given the NACE research indicating "Critical Thinking' is the most highly valued competency employers are looking for in college graduates. Additionally, the competencies 'Communication' and 'Technology' appear as the fourth and fifth most valued (respectively) according to NACE's research. Although the pilot participant sample was relatively small, the results suggested that as a university, Radford should look for ways to both enhance existing academic/career development activities, further embed career competencies in student employment jobs to build awareness, and introduce new opportunities for assisting students in the development of their critical thinking, communication, and technology skills.

Although Radford's pilot group was relatively small in comparison to other colleges and universities currently using SkillSurvey to assess career readiness, results from Radford University's initiative provided interesting and compelling insight into individual student career readiness and the level of readiness across each of the eight NACE competencies. The taskforce has recommended to include a deeper exploration of the tool for future expansion and is included in the list of recommended strategies.

Best Practices - Exemplars
The higher education landscape offers several exemplars for best practices in experiential learning. The taskforce reviewed several universities who demonstrated the following criteria:
1. Had a history of including experiential learning as part of the university's overall student success strategy
2. Provided scaffolded experiential learning opportunities
3. Developed strong external partnerships to support the experiential learning vision and other university initiatives
4. Demonstrated results – consistent growth in engagement, conversion and positive outcomes over a period of time

University of Georgia -University of Georgia (UGA) is the largest public university to require all undergraduate students to participate in experiential learning. "These life-changing experiences enhance learning and position students for success after graduation. "   Experiential Learning options at UGA include internships, research, service-learning, study abroad / field school, as well as other opportunities such as performance ensembles and competitions (i.e. business case competitions). UGA's Learning Outcomes Rubric "provides a guide for faculty members and (non-credit) activity directors regarding key learning outcomes of the various areas of experiential learning at UGA, along with examples of the types of activities and artifacts that document those learning outcomes. The rubric is intended to provide more detailed guidance on the nature, extent, and types of documentation of learning outcomes that courses or activities must demonstrate in order to be approved for the Experiential Learning Requirement."
https://welcome.uga.edu/experiential-learning.html and https://el.uga.edu/policies/rubric/

Furman University: The Furman Advantage: The Furman Advantage helps to prepare students for lives of purpose and accelerated career and community impact. Furman University boasts that it's graduates know how to do the work, in the classroom and in the world, and that they are uniquely attuned to how they will make their impact after their four-year journey. It's a formula that combines with academic excellence, inclusivity and the value that Furman places on civic engagement. Many universities offer opportunities for engaged learning – internships, research and study away – and an opportunity to meet with a career counselor. At Furman, they have created a unique structure and integrated approach that guides students intentionally in the first two-years through a common curriculum, *Pathways*, so that students are prepared to make the best choices for themselves and their futures.

- *Pathways* integrates advising and mentoring with a comprehensive curriculum that shares key information and resources to students at the right time.

- *The Pathways program* lays the foundation for making intentional choices about what comes next and ensures that all students are aware of the possibilities available to them.

- When students move into the departmental programming in their majors, they already have started thinking about what matters to them and what their strengths are.

- Major-specific experiences in the third and fourth-year help students prepare for careers or graduate school options in their chosen discipline.

Students in the *Pathways* Pilot reported higher satisfaction scores for advising than students who did not participate. The data also show that *Pathways* erases gaps between majority students and students from low-income families, first-generation college students and students of color in terms of:

- increased advising satisfaction,

- increased participation in engaged learning experiences, and

- earlier and more frequent appointments with career counseling. https://www.furman.edu/furman-advantage/

Hampden-Sydney College: *Compass* is Hampden-Sydney College's unique approach to hands-on learning and preparing men to compete for top jobs and graduate programs. The program helps every student navigate his future

through guided access to internships, study abroad, research, service learning, and active classroom experiences. *Compass* requires every student to take three experiential learning courses from a broad menu of options. One of these *Compass* experiences must have a significant off-campus component, such as environmental studies and, a semester abroad, a summer internship, or community service in the local region. http://compass.hsc.edu/

Hartwick College FlightPath Program: The *FlightPath* program is Hartwick's future-focused approach to education that is designed for students. The program is a flexible and personalized experience that faculty, staff and stakeholders build together to give students everything they need to launch. When their students graduate, they are ready to soar. Their four-year flight path includes experiential learning, scaffolded experiences and external partners to ensure their students receive relevant and meaningful personal and work-based learning experiences.
https://www.hartwick.edu/academics/flightpath/

Opportunity Areas

The taskforce's landscape review and collected data confirmed that experiential learning activity was already occurring at Radford University within and beyond the classroom. There was also recognition that the current approach was fragmented, lacked a centralized vision and approach, accountability, diverse learning outcomes and tracking mechanisms. Additionally, the attention and definition of experiential learning had an internally-focused skew.

Exhibit 4. Opportunity Areas

Key opportunity themes that were identified by the task force discussions revealed strong commitment and enthusiastic support for growing and aligning experiential learning at Radford University. These eight themes are visually portrayed in Exhibit 4. More specifically, these included:

- **Awareness**- Significantly strengthen communication and awareness of experiential learning activities across the institution and with external stakeholders (industry and community) including showcasing external opportunities for students and faculty. Prospective student and family exposure to and engagement with experiential learning should begin during the prospective student recruitment process and continue during the arc of the undergraduate career with scaffolded external engagement opportunities and milestones.
- **Common Approach –** Create a common approach for student and faculty
  - **Student Centered Pathway and Engagement -** Develop a common approach for students to gain relevant and scaffolded experiences during their journey at Radford University and increase engagement as they progress through their academic career.
  - **Faculty Development** - Intentionally infuse experiential learning into faculty professional development, beginning with new faculty orientation to help them (1) learn about employer partners and opportunities in the community, (2) develop the pedagogy, (3) scaffold experiences, and (4) understand and develop the ability to articulate the relevance of these experiences for students. (5) Learn how to establish clear metrics, tracking mechanisms and utilize available tools.
- **Access and Equity** – Ensure every student has the opportunity to engage in experiential learning opportunities offered at Radford University and collaborate with partners who can help provide resources to achieve that goal. Employing an institution-wide approach that promotes inclusion and helps remove barriers will be critical for success.

- **Employer and Alumni Engagement** - Leverage our alumni (new and established) for their time, talent, and treasure as mentors, job-shadowing opportunities, resume reviews, new leader roundtables, informational interviews, internship supervisors, internship sponsors and underwriters, scholarships, housing, etc.
- **Data Collection, Institutional KPI and Metrics Plan** - Develop a set of institutional data needs and goals relative to experiential learning. Based on this set, develop a process, tracking, accountability and distribution system to capture experiential learning activities on and beyond campus inclusive of credit-bearing and non-credit bearing activities.
- **Employer and Community Engagement** - Establish a strategic approach to cultivating relationships with the employer, community and economic development partners to infuse an external perspective. These relationships will help the university better understand the strategic talent pipeline needs, provide grounded context for work-based learning, inform curriculum development, collaboratively build talent pipelines and increase Radford University's impact to the economic well-being of the Commonwealth of Virginia.
- **Common Language** – Create a common language that provides transparency and clarity while simplifying terminology used across campus. Definitions should take into account academic disciplines, professional organizations, accreditation requirements and industry vernacular.

Recommendation Summary

Experiential learning at Radford University is both multi-faceted and multi-dimensional. By viewing experiential learning through the lens of an ecosystem, our students remain at the center of the initiatives and stakeholders can better understand their role within the ecosystem. The experiential learning ecosystem is designed to be both intentional and inclusive. Students can choose experiences that will support their academic pursuits, develop career readiness competencies and align with their career goals. In addition to student choice, the integration of experiential learning into academic courses will support increasing access and equity for Highlanders. This two-pronged approach provides a frame for building upon existing best-practices, and elevates the student experience.

The taskforce proposed several recommendations that could increase student engagement, address existing challenges, capitalize on opportunities and enable strategies that would make experiential learning more accessible and equitable to Radford University students and stakeholders alike. These recommendations support a more comprehensive and institutional approach to experiential learning. The intent of the recommendations and corresponding strategies is to strengthen existing pathways to critical fields such as healthcare, education, technology and manufacturing, but to also help students discover pathways that could enable academic pursuits in interdisciplinary and liberal arts studies, and Radford University's innovative approach to general education, REAL. The corresponding strategies extend beyond the scope of the original charge, however, the taskforce thought it was imperative to also outline concrete strategies that could inform resource allocation, prioritization and inclusion in the development of the university's next strategic plan. The strategies could ultimately build critical skills and confidence in our students and faculty, streamline campus initiatives and accelerate talent pipeline development for the Commonwealth of Virginia.

Upon reviewing the comprehensive situation analysis, industry landscape and breadth of strategies, the taskforce recognized that the current level of experiential learning activity could be strengthened by establishing a bold vision, comprehensive institution-wide approach, common language, learning outcomes and consistent tracking and reporting mechanisms. Consequently, the taskforce honed in on a subset of proposed strategies that could have the largest positive impact for Radford University students, contribute to economic development for the region and strengthen community partnerships.

Recommendation #1: Develop a Vision and Mission Statement and Common Language

A Radford University education can truly be a transformative experience and have a significant impact for generations to come. The university has a diverse student population with a large segment of Pell grant eligible, first-generation, students of color or a combination of all three. In addition to the demographic composition, socio-economic factors also impact Highlanders awareness and access to experiential learning. Barriers such as finances, knowledge, professional networks, family obligations and exposure can all be barriers to participating in experiential learning. Ensuring both inclusive and equitable opportunities to build a strong foundation for professional growth for all students is critical and can change the socioeconomic trajectory for many students. The proposed vision and mission statements boldly acknowledge the university's desire to increase access to all Highlanders while creating a culture of inclusivity and belonging as it relates to experiential learning. These statements demonstrate Radford University's ambition to create an ecosystem that is inclusive, removes barriers, provides wrap-around support and addresses the changing landscape of the workplace.

Experiential Learning Mission and Vision Statement & Common Language

After intentional consideration and discussion, the taskforce proposed the following experiential learning vision statement for consideration:

Vision Statement
Radford University provides an immersive and innovative experiential learning ecosystem that is inclusive and accessible to all students and responsive to the diverse needs of our region and the world.

Mission Statement
Experiential learning at Radford University cultivates a sense of purpose and opportunity for students to think creatively and critically about the unique challenges and the equally unique opportunities of our time. Every student – no matter their background or circumstance – will engage in experiential learning through transformative and innovative course-based, community-based, and work-based experiences. Our graduates will enter local and global communities prepared to leverage their talents and address the social, economic, and environmental issues confronting our region, nation, and world.

Common Language
The taskforce recommended that the university adopt the NACE definition of experiential learning and terms outlined below to establish a common language on campus.

- **Co-curricular experiential learning** includes opportunities that contribute to gaining skills and abilities that are part of the core competencies, and/or outcomes established by the institution and its governing bodies. Co-curricular experiences are based on learning that is planned and which is expressed in learning outcomes.
- **Extracurricular experiential learning** includes opportunities to engage with the institution and that connect students to others within the community in meaningful ways. Extracurricular experiences may teach students something, but their primary role is to foster a sense of engagement and connection.
- **Work-based learning** is "an opportunity to complete meaningful job tasks in a workplace that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field."
  - *Note: Some work-based experiential learning is co-curricular in nature, such as credit-bearing internships and co-ops or project-based learning where the problem to be solved is defined by an industry partner.*

Exhibit 7. Co-curricular and Extra-Curricular Experiential Learning
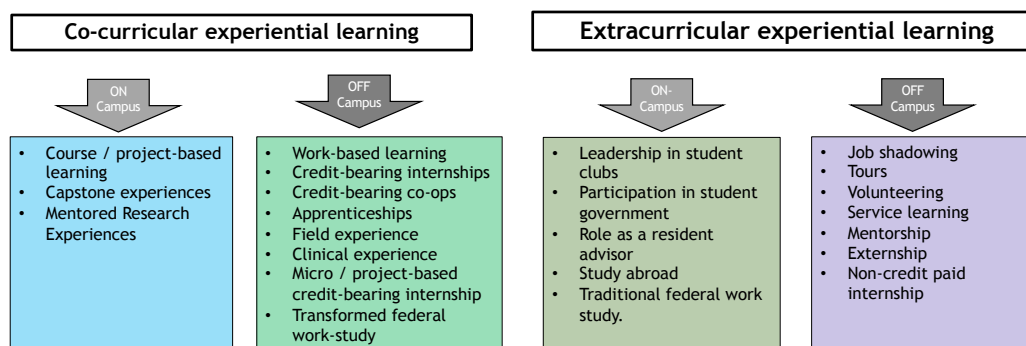
The taskforce also recommended the adoption of definitions outlining the common types of experiential learning that currently exist at Radford University, and those that are aspirational and could be considered for inclusion in the university's next strategic plan.

Exhibit 8. Common Types of Experiential Learning

Type	Description
APPRENTICESHIPS	Provides students an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.
CLINICAL EXPERIENCES	Provides hands-on experiences of a predetermined duration directly tied to an area of study
FELLOWSHIPS	Provides tuition or aid to support the training of students for a period of time.
FIELDWORK	Allows students to explore and apply content learned in the classroom in a specified field experience away from the classroom.
INTERNSHIPS	Provides students with an opportunity to test the waters in a career field and also gain some valuable work experiences. Internships can be for credit, not for credit, paid, or unpaid.
PRACTICUM	Places students in a supervised situation and often a required component of a course of study.
SERVICE LEARNING	Offers opportunities that are mutually beneficial for both student and community.
SIMULATION, GAMING, & ROLE PLAYING	Aims to imitate a system, entity, phenomenon, or process.
STUDENT TEACHING	Provides candidates with an opportunity to put into practice the knowledge and skills they have been developing in the student preparation program.
STUDY ABROAD	Offers students a unique opportunity to learn in another culture
UNDERGRADUATE RESEARCH	Engages student in an inquiry or investigation that makes an original, intellectual or creative contribution to the discipline.
VOLUNTEERING	Allows students to serve in a community primarily because they choose to do so.
HIGH IMPACT PRACTICES	Evidenced-based set of active learning practices that lead to enhanced engagement, gains in deep, integrative learning, and higher retention and graduation rates.

Opportunities exist to better link the experiences with outcomes and industry needs as well as ensure that students were also given the opportunities to participate in work-based learning activities. After several discussions with employers, talent acquisition specialists and alumni, increasing the number of work-based learning activities and specifically internships informed by employers could provide students with a stronger foundation and help them thrive in the workplace. The definition outlined below was adopted and incorporates language from the National Association of Colleges and Employers and the SCHEV Virginia Employers Readiness toolkit. Exhibit 9 illustrates the definition and recommended criteria to ensure that experiences are educational.

- **Internship -** "An internship is defined as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent."
- A quality internship or work-based learning opportunity challenges organizations to develop these opportunities as genuine learning experiences; and challenges students to apply their classroom knowledge to work-based tasks. Ideally, the organization benefits from the work that the intern produces and the ability to identify talent, while the student benefits from the professional development and/or compensation and class credit

Exhibit 9. Internship Definition and Criteria

"An internship is defined as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent."

A quality internship or work-based learning opportunity challenges organizations to develop these opportunities as genuine learning experiences; and challenges students to apply their classroom knowledge to work-based tasks. Ideally, the organization benefits from the work that the intern produces and the ability to identify talent, while the student benefits from the professional development and/or compensation and class credit. As defined by the National Association of Colleges and Employers, the following key features must be met to ensure the intern experience is educational:

| A learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform. | The skills or knowledge learned must be transferable to other employment settings. | The experience has a defined beginning and end, and a job description with desired qualifications. | Learning objectives/goals are clearly defined and related to the professional goals of the student's academic coursework. | Supervision is provided by a professional with expertise and educational and/or professional background in the field of the experience. | Routine feedback is provided by the experienced supervisor. | Resources, equipment, and facilities are provided by the host employer that support learning objectives/goals. |

The intent of adopting common language for experiential learning activities across campus is necessary to provide clarity, guidance and ultimately increase both faculty and student engagement in these practices. Outlining expectations and criteria could also prove to be beneficial to employer partners and other stakeholders who wish to employ Highlanders in these types of learning experiences. As the university increases opportunities for work-based learning and internships specifically, removing barriers, establishing common guidelines and tracking and reporting experiences in a meaningful way will be important.

Recommendation #2 –Experiential Learning Steering Committee

It is recommended that an ongoing Experiential Learning Steering Committee be convened and charged by the President of the university and oversee the further development and implementation of the proposed strategies. The establishment of an experiential learning steering committee demonstrates the value and significance of experiential learning in the student journey, and further supports a comprehensive approach to cultivating and nurturing an eco-system. The role and responsibilities of the Experiential Learning Steering Committee would be to:

- Serve as an advisory group to the President and executive team on experiential learning initiatives.
- Build awareness and increase engagement in experiential learning activities
- Develop a metrics plan and provide an annual success metric report for experiential learning activities.
- Identify, evaluate and refine strategies to support the experiential learning vision.
- Collaborate with campus stakeholders to implement strategies.
- Provide updates on strategy implementation and resource needs.

The membership of the steering committee should be inclusive, diverse and representative of stakeholders who will engage and/or benefit from the experiential learning initiatives. The taskforce recommended that the ongoing steering committee be comprised of members who represent employer partners, faculty, students, faculty development department, institutional research department, academic affairs, career center, academic success center and alumni relations. It was also suggested that subcommittees be established to better build awareness, implement strategies and expand experiential learning initiatives on campus. Subcommittees/workgroups would be established to support the following areas: academic support and faculty development, work-based learning/student employment and measurement/metrics development. The positions/members that have been recommended for inclusion on the inaugural steering committee are outlined in Exhibit 10.

Exhibit 10. Steering Committee Membership Recommendations

Representation	Recommendation
Experiential Learning Taskforce Chair(s)	- Angela Joyner, PhD - Vice President, Economic Development and Partnerships (*previously served as Special Advisor to the President on*

	Partnerships and Chief Innovation Officer and Principal Investigator during grant period).
Employer Partners	Steve Cooper, CEO Excelaration and NextUp Solutions
Economic Development Partners	External Economic and Workforce Development Partners • Katie Boswell, Executive Director, Onward NRV (replacing Charlie Jewell, former director) • Erin Burcham – President, VERGE • Jonathan Sweet, ICMA-CM - County Administrator, County of Pulaski
Faculty Partners	• Jeff Pittges, PhD - Artis College of Science and Technology, Faculty, Applied Research Center, Chief Technology Officer (CTO) at Wize Solutions • Theresa Burriss, PhD – Director, Appalachian Studies Program and Appalachian Regional and Rural Studies Center College of Education and Human Performance) • Joe Wirgau, PhD - Director of Undergraduate Research and Scholarship
Students (3)	• To be appointed
Academic Affairs • Faculty • Academic Success Center • Undergraduate Research • REAL, Undergraduate education • Faculty Development • Center for Career and Talent Development	• Heather Keith, PhD - Executive Director, Center for Teaching and Innovative Learning • Nicole Hendrix, PhD – Assistant Provost, Undergraduate Education • Jeanne Mekolichick, PhD – Associate Provost for Research, Faculty Success and Strategic Initiatives • Joy Bhadury, PhD, - Dean, Davis College of Business and Economics • Jason Clayton, Director, Center for Career and Talent Development
Institutional Research	• Eric Lovic, PhD - Director, Institutional Research
Student Affairs	• Tricia Smith, MBA - Associate Vice President of Student Life
Finance and Administration	• Stephanie Jennelle, Interim V.P. of Finance and Administration
Advancement and University Relations	• Laura Turk, CFRE - Executive Director, Alumni Relations

Several members of the existing taskforce requested that their appointments continue as members of the inaugural steering committee. For continuity and ability to implement strategies, the taskforce suggests a rolling eighteen-month service term for members.

Recommendation #3 - Presidential Promise – Establish a presidential promise that supports our heritage and embodies the value Radford University places on developing scholar practitioners. Experiential learning is part of our culture and embedded in our DNA. Most students have the opportunity to participate in experiential learning activities, although there is an opportunity to remove barriers, and increase the number of students who participate.

Experiential Learning requirement for graduation. Adopting an experiential learning requirement is an innovative approach to developing an early talent pipeline while supporting student success. An experiential learning requirement for undergraduates could increase both engagement in and relevance of these types of activities at Radford University. By providing multiple and scaffolded experiences, students will be able to understand how theory could be applied in the context of work. Increasing work-based learning opportunities might improve career outcomes and conversion rates for

employer partners and support accreditation requirements. With that in mind, the taskforce examined best practices, reviewed exemplar institutions and generated several potential promises that could be considered.

Exemplars:

Florida State University: Florida State University (FSU) is truly committed to student success and experiential learning. In 2019, Florida State University became the largest university in the country to adopt an experiential learning requirement for graduation. FSU Foundation Experiential Learning Initiatives / Opportunities to Give: https://foundation.fsu.edu/student-success/experiential-learning ; FSU Experiential Learning Requirement https://news.fsu.edu/news/university-news/2019/06/13/florida-state-becomes-largest-university-to-add-experiential-learning-requirement/

Miami University – Miami University states that experiential learning is the process of making meaning through direct and substantive experience in a "real world" or an "out of the traditional classroom" context. It offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings. In experiential learning at Miami, educators purposefully engage with learners in direct experience and reflection in order to increase knowledge, develop skills, and clarify perspectives or values. Miam University also has an experiential learning graduation requirement. Courses that currently count for the Experiential Learning requirement are detailed in their liberal education web site: http://www.MiamiOH.edu/liberal-ed/. In some cases, students may fulfill the experiential learning requirement as part of their Capstone. https://bulletin.miamioh.edu/liberal-education/experiential-learning/

The proposed Presidential promises are in Exhibit 11.

Exhibit 11. Presidential Promise

Presidential Promise

2026

Every student will have the opportunity to participate in at least two (2) experiential learning activities.

Every student will have the opportunity to complete 2 experiential learning opportunities including at least one work-based learning opportunity.

Every student will be required to complete at least one experiential learning activity prior to graduation.

Recommended Promise: *"By 2026, Radford University will adopt an experiential learning graduation requirement for undergraduate students. Every Highlander will have the opportunity to complete at least two experiential learning experiences, including a work-based learning immersion (e.g. internship, practicum, clinicals, field work, undergraduate research, job shadowing, student employment) that can satisfy the graduation requirement."*

After extensive discussion with representation from all constituents, the taskforce recommended the most provocative promise. It was believed that this option would be most appealing to students and families employers and have the largest impact. This promise would also require a considerable amount of planning and resources to ensure that students have exceptional experiences and that all concerns with accreditation, reporting and access could be addressed.

Recommendation #4. Comprehensive and centralized metrics plan. Establish a centralized and consistent approach for measuring experiential learning initiatives and positive outcomes for Radford University. By identifying key metrics required for reporting, accreditation and accountability, the university can streamline processes and increase efficiency. One of the significant challenges that the taskforce encountered was determining all existing processes and locating essential data. In several instances, it was discovered that data existed; however, it was either not being reported in a meaningful way or that there were multiple data sources and at times conflicting data. The taskforce also proposed

unified data collection, visualization and reporting plan for the university. This approach would help all constituents to find data in an accessible and user-friendly way. It was also recommended that Radford University prioritize and allocate financial resources for investment in tools that can better support a robust metrics plan such as Burning Glass/Emsi, HepData, Salesforce, etc. The tools would aid measuring experiential learning outcomes, tracking and could help determine the success of programs and initiatives.

Exhibit 12. Comprehensive Metrics Plan

Develop a comprehensive plan to identify, track and report
experiential learning engagement and outcomes.

Success Metrics
Define common success metrics for the university that is informed by academic programs and industry benchmarks

- Engagement
- Outcomes
- Satisfaction
- Career Readiness
- Functional Competency

Comprehensive Data Collection
Streamline and simplify data collection process. Reduce redundancy and fill data gaps.

- First Destination Survey
- Volunteer Participation
- NSSE Survey
- Exit Surveys
- Undergraduate Research Survey
- Satisfaction/Engagement

Reporting
Develop simple yet comprehensive reports that satisfy multiple stakeholder needs.

- Accreditation Reports
- Student Portfolio
- Faculty Activity Reports
- Program Reviews

Data Visualization
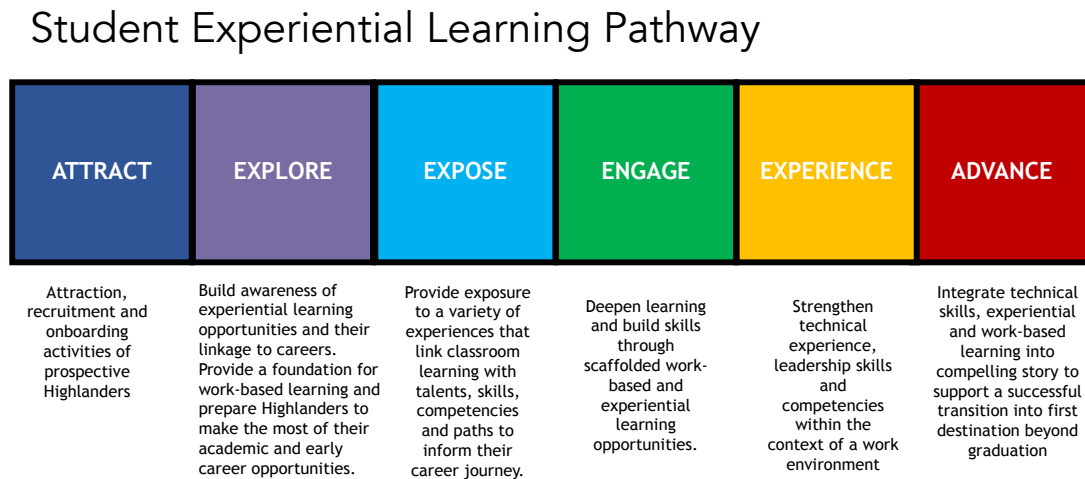*Leverage user-friendly online dashboards or tools to display data.*

- Student/Program Dashboards
- Experiential Learning Report Card/Report
- Website

Technology
Invest in tools that can consolidate, streamline and simply data collection, analysis and visualization.

- Burning Glass/Emsi
- Handhsake
- HepData
- Salesforce

Recommendation #5 - Experiential Learning Pathway Framework
As stated earlier in the report, the taskforce determined that experiential learning activities exists throughout the academic enterprise, student affairs and other divisions at Radford University. It was also evident that the approach to these opportunities were often fragmented, silo'd and there was an opportunity to have a greater impact with the student population. Based on the student responses during the focus groups that were held during the landscape review, it was evident that many experiences have low awareness. Students also desired for these practices to be more embedded in their studies earlier in their academic journey. Employers strongly recommended that experiential learning, and specifically work-based learning activities need to occur much earlier in the student's journey. Several employers have raised their expectations of work-based learning and prefer students who have had multiple internship experiences. As the workforce landscape continues to shift and evolve, Radford University will need to be more responsive to the industry needs while increasing awareness and access for these opportunities.

The taskforce understood the importance of creating career pathways for students, but also realized that a broader framework that could encompass multiple career pathways was imperative to ultimately support student success. Accelerating career and talent development interventions, integrating career competencies and embedding experiential learning into the academic curriculum during the first-year and second-year experiences would give Highlanders the wrap-around support they need and increase their competitive in the marketplace. Creating a visual framework that could represent the student experiential learning pathway at Radford University and the initiatives that support our Highlanders on their journey could increase the number of students engaging in experiential learning and improve outcomes. This pathway could be inclusive of experiential learning activities that provide meaningful interactions and support the proposed eco-system. The pathway would begin at the recruiting phase – when prospective students first engage with Radford University – and continue beyond graduation. Exhibit 13 illustrates an overview of the proposed experiential learning pathway and the six components included as part of the journey.
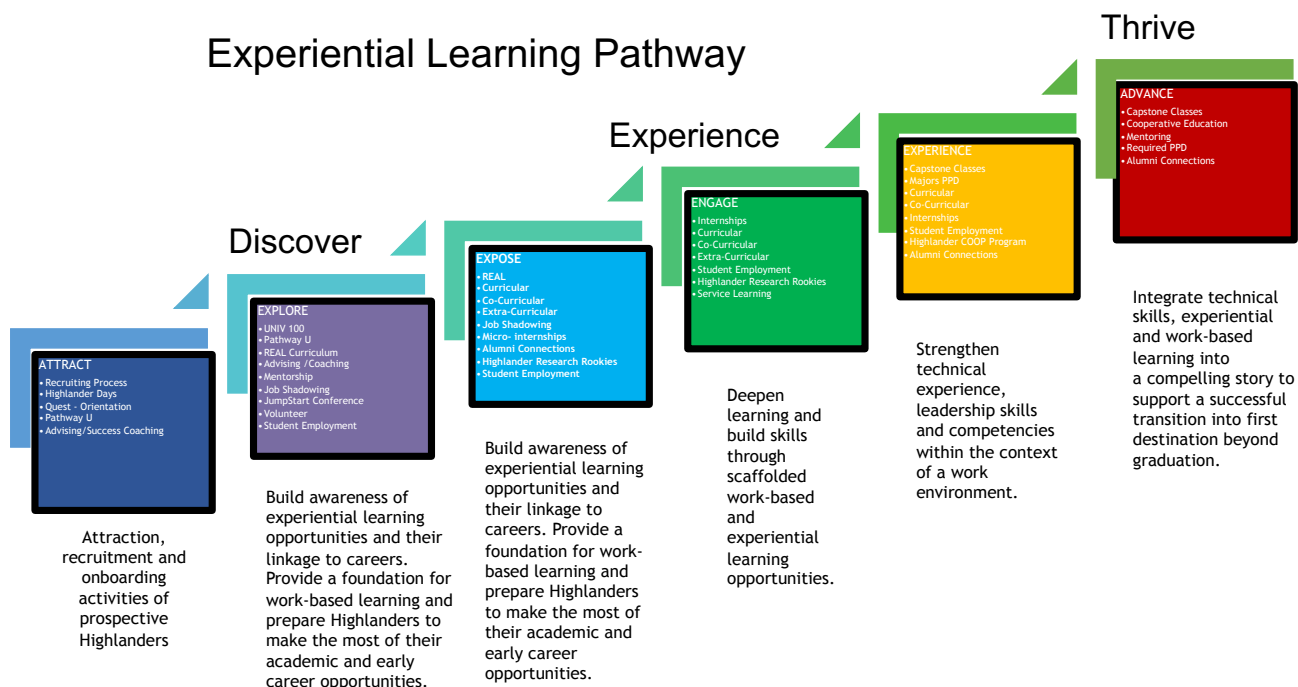
Exhibit 13. Student Experiential Learning Pathway

Student Experiential Learning Pathway

ATTRACT	EXPLORE	EXPOSE	ENGAGE	EXPERIENCE	ADVANCE
Attraction, recruitment and onboarding activities of prospective Highlanders	Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.	Provide exposure to a variety of experiences that link classroom learning with talents, skills, competencies and paths to inform their career journey.	Deepen learning and build skills through scaffolded work-based and experiential learning opportunities.	Strengthen technical experience, leadership skills and competencies within the context of a work environment	Integrate technical skills, experiential and work-based learning into compelling story to support a successful transition into first destination beyond graduation

The pathway provides a framework that is flexible and supports experiences that are scaffolded, immersive and relevant throughout the student's journey at Radford University. It is designed to be inclusive so that existing programs and initiatives could be integrated into the pathway as well as new programming that would be developed in the future. Considerable time was spent defining each component, mapping existing activities and programs with the framework and identifying additional strategies that could bring the framework to life. The pathway could also help students understand how their academic pursuits were directly linked to potential career pathways and allow them to ultimately thrive in the workplace.

The pathway takes integrates the existing Discover. Experience. Thrive. Career Development Approach designed by the Center for Career and Talent Development in collaboration with employers, faculty and alumni. REAL, the innovative general education program that launched in 2021 has also been integrated into the framework and could be instrumental in how students connect talents, majors, minors, and competencies into meaningful career pathways as early as their first-year at Radford University. Exhibit 14 displays the experiential learning pathway, overlays the phases of Discover. Experience. Thrive. Approach and highlights the respective initiatives for each component. This visualization could serve as a guidepost for all stakeholders to see how experiential learning is intentionally introduced early in the prospective student recruiting process and builds during the student's journey.

Exhibit 14. Experiential Learning Pathway Overlay

Experiential Learning Pathway

Thrive

Experience

Discover

ATTRACT
• Recruiting Process
• Highlander Days
• Quest - Orientation
• Pathway U
• Advising/Success Coaching

EXPLORE
• UNIV 100
• Pathway U
• REAL Curriculum
• Advising /Coaching
• Mentorship
• Job Shadowing
• JumpStart Conference
• Volunteer
• Student Employment

EXPOSE
• REAL
• Curricular
• Co-Curricular
• Extra-Curricular
• Job Shadowing
• Micro- internships
• Alumni Connections
• Highlander Research Rookies
• Student Employment

ENGAGE
• Internships
• Curricular
• Co-Curricular
• Extra-Curricular
• Student Employment
• Highlander Research Rookies
• Service Learning

EXPERIENCE
• Capstone Classes
• Majors PPD
• Curricular
• Co-Curricular
• Internships
• Student Employment
• Highlander COOP Program
• Alumni Connections

ADVANCE
• Capstone Classes
• Cooperative Education
• Mentoring
• Required PPD
• Alumni Connections

Attraction, recruitment and onboarding activities of prospective Highlanders

Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

Deepen learning and build skills through scaffolded work-based and experiential learning opportunities.

Strengthen technical experience, leadership skills and competencies within the context of a work environment.

Integrate technical skills, experiential and work-based learning into a compelling story to support a successful transition into first destination beyond graduation.

Most of the activities within the framework are self-explanatory or intuitive; however, there are several elements that require explanation and are critical to the adoption of and engagement with the pathway.

The first is the **PathwayU** tool which is powered by jobZology. Pathway U's career path tool and degree planning software uses predictive science to guide students to education pathways, vocational choice and ultimately employment based in scientific measures of where they will find a deep sense of purpose and meaning. https://vimeo.com/632047854?embedded=true&source=vimeo_logo&owner=40518111. The online user portal contains assessments, personal reports, a job-matching instrument, and "how to" tools designed to help students and other users find an education and career path that fits, make informed choices about education and career options, navigate the job search and interview process, and shape their work in ways that make it meaningful. https://vimeo.com/415995717 . It allows students to share downloadable reports with instructors that will help in "getting to know" their students. PathwayU is rich in tools and curriculum that can use used in the classroom, remote services and webinars. PathwayU offers resources that are designed to teach and instruct administrators and faculty on best practices.

The PathwayU results are mapped to majors and minors currently offered at Radford University, helps students understand strengths and gaps and directly connects to Handshake and Indeed (i.e. online job database and talent acquisition platforms) which helps students connect with career opportunities. This powerful tool was launched at Radford University during the 2019-2020 academic year and integrated into UNIV 100 for all first-year students for the 2021-2022 year. UNIV100 Class is a highly recommended course for incoming first-year students to help with college transition, introduce student success best-practices and orientation to Radford University. Historically, more than 90% of the first-year student population enrolled in UNIV100. It has been acknowledged as a strong retention strategy.

The long-term strategy for PathwayU has been to move up the assessment and tool earlier into the prospective student recruitment process, so that students could find their academic home sooner. Moving the PathwayU assessment into the recruiting process has been identified as an industry best practice and one that would allow Radford University to introduce experiential learning to future Highlanders in a meaningful way. It would also help students to have more meaningful conversations with faculty, advisors, career coaches, alumni and employer partners as well as help students navigate student employment offerings. This tool is an extraordinary way to introduce experiential learning, connect major and minors to career pathways and increase the engagement of students, faculty and staff alike. A powerful benefit of PathwayU is the opportunity to create parallel career pathways and customized plans for students. Developing career plans and aligning them with academic plans can help students to be retained at a higher level and increase positive

outcomes. Another powerful benefit of PathwayU is that students could explore multiple career pathways within the same field. Several students and faculty shared their frustration and disappointment about having to create a "fallback plan" or helping students "start-over" late in their academic career due to barriers, low grade attainment, inability to matriculate into desired program or life circumstances. These situations can be devastating and negatively impact the mental well-being of the student. When this occurs, students often chooses another path that they find is less desirable or stop-out which could negatively impact a student's ability to stay and the university. These students could have a difficult time matriculating into new programs and unfortunately increase their financial burden. Most Highlanders cannot financially afford to extend their academic career when this occurs. By introducing this tool early in a student's academic career, the university enables students to understand their strengths, connect them with an academic and career path, understand the skills needed, learn about the viability of the industry and what may be needed to succeed. The student's customized report further helps students understand what competency gap exists, and the types of jobs/positions they could pursue with their skills, strengths, academic major and experiences.

For example, a student may determine during their first year that they would like to pursue a career as a pediatric nurse. The customized PathwayU report would help the student develop a customized plan that would help her see the strengths, skills, major, courses and experiences that she would need to achieve her dreams. The report would also identify additional career paths, positions and related industry fields that could also be considered given her results. With this available information, she could be more in control of her future by creating parallel career plans that would empower her should circumstances change. This capability enables the university to continue to help build a talent pipeline in the healthcare by keeping this student engaged and on track should she choose not to pursue pediatric nursing specifically. The tool also gives the university the ability to identify students who might have particular talent, skills and leadership characteristics for a career path that may not have been initially selected; however, PathwayU might be able to provide insight to advisors who could encourage students to explore a path that was not initially considered. Providing students with experiential learning opportunities early in their academic career, can affirm their choice of career path via safe exploration and understanding which pathway may best align with their goals.

The second initiative that could be critical to student success by embedding experiential learning into the general education curriculum, REAL and the first and second-year experience. REAL is a bold and innovative answer to questions about the value of higher education for students at Radford University. Rather than a menu of disconnected courses, every course can help students fulfill the REAL curriculum as they complete program requirements in four areas of knowledge:
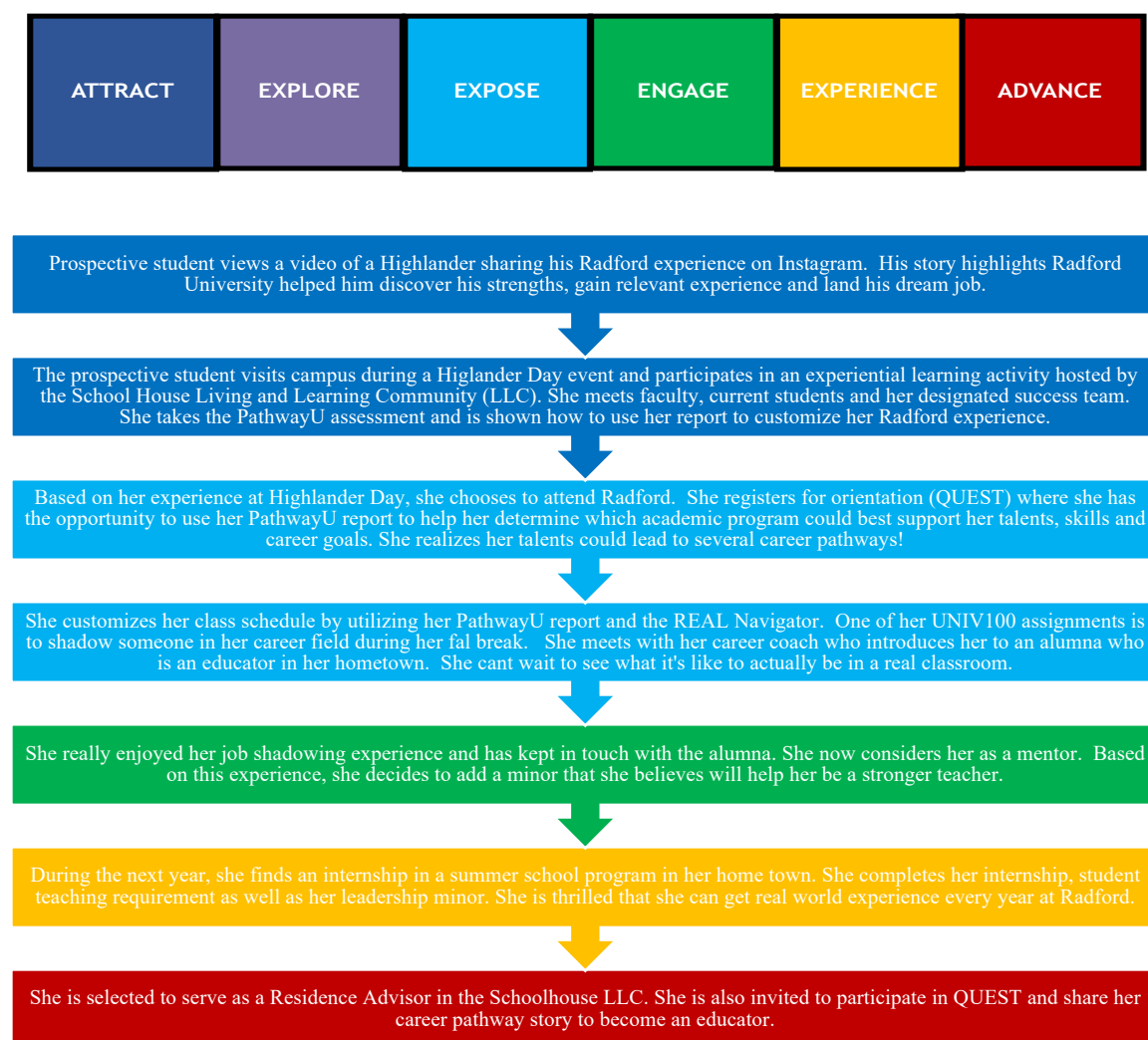
- R – Scientific and Quantitative Reasoning
- E – Humanistic or Artistic Expression
- A – Cultural or Behavioral Analysis
- L – Applied Learning

REAL asks students to think about where they see themselves at the end of their Radford journey. Students can envision their future lives and careers and then select credentials that document their skills and expertise positioning them for lifelong success. Personalized pathways through REAL ensure success far beyond graduation. Students can use the REAL Navigator, an online tool, that helps them plan their academic path.

The launch of both PathwayU and REAL, coupled with the Discover. Experience. Thrive. Career Development Approach could help students navigate their journey at Radford University in a more intentional way. The taskforce strongly believed that the tools could be helpful for students in isolation, but by combining the resources and integrating them into a broader experiential learning framework would be even more powerful. It offers the university the opportunity to simplify processes, collaborate across division and remove barriers that hinder Highlanders from choosing the diverse career pathways available to them. Providing multiple opportunities for students to link their academic pursuits with experiential learning opportunities, students could practice critical competencies and determine which pathway is one in which they could be successful. The REAL Approach creates many options for faculty to embed experiential learning into each of the areas of REAL. The last letter, "L" could provide the most obvious area for experiential or applied learning. https://www.radford.edu/content/real/home.html.

PathwayU and the REAL curriculum are integrated into the Attract, Explore and Expose areas of the experiential pathway and also informs activity throughout the remaining areas. Experiential learning pedagogy and activities could be intentionally embedded in the first three areas of the pathway. This gives students an opportunity to discover their interests, determine how they could be linked to their academic studies and then be exposed to experiences that allows them to apply what they learned in the context of work.

From an academic life-stage perspective, the pathway is flexible in that it can align with traditional academic progression (i.e. freshman year, sophomore, etc.); however, it was important to acknowledge that students could engage with the pathway based on where they were in their own respective journey. This flexibility would be necessary for non-traditional students, adult learners, veterans, transfer students and other Highlanders who could accelerate through the framework because of prior professional experiences or academic achievement. The intent of the framework was not to have students just check a box to move forward, but to provide a meaningful roadmap that could help students achieve their professional, academic and personal goals. Below is an example of a how the experiential learning pathway could help a student navigate their journey at Radford University:

ATTRACT	EXPLORE	EXPOSE	ENGAGE	EXPERIENCE	ADVANCE

Prospective student views a video of a Highlander sharing his Radford experience on Instagram. His story highlights Radford University helped him discover his strengths, gain relevant experience and land his dream job.

⬇

The prospective student visits campus during a Higlander Day event and participates in an experiential learning activity hosted by the School House Living and Learning Community (LLC). She meets faculty, current students and her designated success team. She takes the PathwayU assessment and is shown how to use her report to customize her Radford experience.

⬇

Based on her experience at Highlander Day, she chooses to attend Radford. She registers for orientation (QUEST) where she has the opportunity to use her PathwayU report to help her determine which academic program could best support her talents, skills and career goals. She realizes her talents could lead to several career pathways!

⬇

She customizes her class schedule by utilizing her PathwayU report and the REAL Navigator. One of her UNIV100 assignments is to shadow someone in her career field during her fal break. She meets with her career coach who introduces her to an alumna who is an educator in her hometown. She cant wait to see what it's like to actually be in a real classroom.

⬇

She really enjoyed her job shadowing experience and has kept in touch with the alumna. She now considers her as a mentor. Based on this experience, she decides to add a minor that she believes will help her be a stronger teacher.

⬇

During the next year, she finds an internship in a summer school program in her home town. She completes her internship, student teaching requirement as well as her leadership minor. She is thrilled that she can get real world experience every year at Radford.

⬇

She is selected to serve as a Residence Advisor in the Schoolhouse LLC. She is also invited to participate in QUEST and share her career pathway story to become an educator.

This example focused on a student in the College of Education and Human Development. However, the taskforce also used the framework to determine how it could apply to students in other disciplines as well. It was determined that the experiential learning pathway could be used for any program at Radford University. It was designed to be flexible and customizable based on the student's needs and goals. Institutional training and support for faculty and staff would be needed to help students navigate the pathway and ensure that opportunities are promoted early in their academic journey. By leveraging the first-year experience activities such as UNIV100, QUEST, the REAL curriculum, and the Discover. Experience. Thrive. Career Development Approach, the university could build awareness for experiential learning and encourage early student engagement as well.

Integrating existing tools into a more comprehensive and campus-wide approach could simplify communication, improve tracking and foster a culture where experiential learning is highly valued. This framework gives Radford University an opportunity to provide a meaningful differentiator among peers and help students understand their return on education. Being able to clearly understand how their classroom learning applies in the context of work through experiential learning enables students to confidently link their coursework to career pathways and outcomes.

<u>Proposed Experiential Learning Pathway Strategies</u>

The taskforce identified more than sixty strategies to support the proposed experiential learning pathway. These strategies were developed with six guiding principles in mind. The experiential learning strategies should help:

1. Build awareness of experiential learning opportunities and the pathway.
2. Engage external stake holders (e.g. employers, industry experts, professional organization, accreditors) to provide an external point of view.
3. Support a common approach to experiential learning at Radford University.
4. Increase the integration of experiential learning types within the curriculum.
5. Identify resources needed to support initiatives (e.g. people, financial, expertise, time).
6. Scaffold opportunities and encourage immersive experiences when possible.

For each recommended strategy, proposed metrics, implementation horizon and potential resources and department lead roles were identified. A critical next step for the Steering Committee would be to refine the strategies, confirm timing and partner with the Finance and Administration team to finalize costs for each initiative. Once completed, the steering committee could provide a recommendation for prioritization, resource allocation and inclusion in the upcoming strategic plan.

Exhibit 15. Attract Strategy Summary

ATTRACT

Introduce the experiential learning eco-system and our mission/vision as part of recruiting and attracting future Highlanders:

Initiative	Recommended Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
Pathway U	• Invite prospective students to take Pathway U assessments as part of their admissions process • Share results with student success team (e.g. advising, career coaches, academic success center, etc.)	Center for Career and Talent Development, Academic Affairs, Enrollment Management	• Engagement	Short term
Communication	• Include ExL opportunities in marketing communications • Messaging based on student interest in the campus tour; connect ExL to career opportunities	University Relations Enrollment Management $$	• Impressions • Conversion related to ExL mentions	Short term

Initiative	Recommended Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
Recruiting	• **Presidential Promise – All students will have the opportunity to complete an experiential learning activity to satisfy graduation requirement.** • Highlighted in the campus visit process—engage with students involved in ExL • Education and marketing to parents • Training student tour guides to discuss experiential learning specifically; have prospective student visit field-based courses • **Highlander Days - Engage prospective students in campus ExL such as participate in Radford Gives back as part of Highlander days.**	• Academic Affairs, Student Affairs, Faculty, Alumni Relations, Employer partners, $$$ • Academic Affairs, Student Affairs, $$$ • University Relations and Enrollment Management $$ • Infrastructure development; University Relations; Enrollment Management $$$	• Retention of students participating in the program • Yield rates from students participating in program • Conversion related to ExL mentions (number of students)	• Long Term • Immediate to Short term • Immediate short term • Short term

Initiative	Recommended Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
Recruiting	• Include an activity prior to Quest to engage in ExL—something more intense; possibly a credit or non-credit activity—possibly a one week one-credit course; similar to a bridge program (EX: working on greenhouse, shadowing a professional, etc.) • Provide dual enrollment experience that includes an ExL intensive possibly during HS senior year spring break • Build assets for marketing campaign that expressly focus on ExL and ecosystem; focused/framed messaging in Admissions.	• Academic Affairs, Student Affairs, Faculty, $$$ • University Relations and Enrollment Management ($$ • Infrastructure development; University Relations; Enrollment Management $$$	• Retention of students participating in the program • Yield rates from students participating in program • Conversion related to ExL mentions (number of students)	• Short-term to long term • Short to interim term • Intermediate to long term

Exhibit 16. Explore Strategy Summary

EXPLORE   Build awareness of experiential learning opportunities and their linkage to careers. Provide a foundation for work-based learning and prepare Highlanders to make the most of their academic and early career opportunities.

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term)
• ExL requirement for each Living Learning Community; curricular infusion; • **Student Employment**	• Restructure each residence hall by theme and incorporate ExL courses; expanded to include all students (could be college or discipline based; each responsible for their Living Learning Community • Recruitment for LLC by faculty and staff for ExL opportunities • Department-based intro classes that infuse ExL • **Every first year and transfer student gets the opportunity to work on campus (with faculty, departments, etc.)** • Identify 1% budget savings by to fund student workers; • Partner with industry partners to fund campus positions; • Integrate work experiences with scholarship for P3 Partners (i.e.) Chartwells, Barnes &Noble, local non-profits, tech talent etc. • Go Virginia and workforce development grants to fund on campus and near campus internships	• Academic Affairs, Center for Career and Talent Development, Alumni Affairs, Employer Partners, Budget Finance and Planning • $$$	• Increase in student employment opportunities, retention, progression, graduation rates; post-graduation outcomes	• Long Term

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
• Social Media • Parent Advisory Board	• Leverage the RU Facebook parent page to share information and opportunities on ExL • Engage Parent Advisory board on ExL learning opportunities and share with their family and networks	• University Relations, Student Affairs, Enrollment Management, Alumni Relations, $$	• Impressions; likes; reposts; engagement • Engagement	• Short Term
• Living Learning Communities	• Expand Living and learning communities • Incorporate experiential learning into programming. • Invite alumni and employer partners to provide experiences where appropriate	• Academic Affairs, Alumni Relations, Center for Career and Talent Development • $$	• Engagement	• Short Term – Long Term

Exhibit 17. Expose Strategy Summary

EXPOSE — Provide exposure to a variety of experiences that link classroom learning with talents, skills, competencies and paths to inform their career journey.

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
• Department webpage Communication; infuse examples of students ExL stories; • Faculty ExL Fair	• Invite faculty to share their research and opportunities to engage • Create an event that invites conversations about experiential learning and connections to partners	Faculty, Student Engagement Student Affairs, Academic Affairs	• Increase in engagement in activities • Increase in on campus internships, research projects and work-based learning opportunities	Short Term
• Faculty experiential learning	• Expose faculty to companies and industries in the region • New Faculty orientation can include a tour of the industries.	Community Engagement Partnerships, Center for Career and Talent Development, Alumni Relations; Employer partners CITL $$	• Engagement	Short Term

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
• Social Media	• Leverage the Radford University Facebook parent page to share information and opportunities on ExL • Leverage social media that students use (Twitter & Instagram) to share information and opportunities on ExL	• University Relations $	-impressions; likes; reposts; engagement -impressions; likes; reposts; engagements; shares	Short-Term Short-Term
• Student Ambassadors	• Utilize student leaders on campus as informed representatives • Ask each department to scaffold ExL through their curriculum (STEL)	• Student Affairs, Academic Affairs, Center for Career and Talent Development, Alumni Relations	• Engagement • Retention	Short-term

Exhibit 18. Experience Strategy Summary

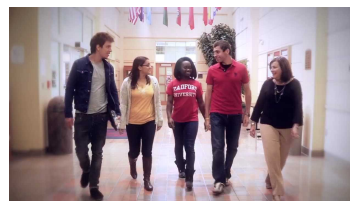| EXPERIENCE	Strengthen technical experience, leadership skills and competencies within the context of a work environment

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
Integrate Career Competencies into on-campus work experiences and internships	• Leverage federal work study and student wage to broaden scope of experiences to focus on building career competencies • Seek other sources of funding to create more jobs • Increase SURF grants / fellowships	• Training for on-campus supervisors in career competency development • SkillSurvey type 360 evaluation instrument • $$ for additional student positions, grants, fellowships	• # of positions created • Career competency national benchmark data via SkillSurvey or similar assessment	• Short-Term • Short-Term • Long Term
Incorporate project-based learning and ExL Throughout the Curriculum (Beyond required Clinical Practicum Experience Student teaching)	• Require and embed across majors • Pair classes with local university nonprofits and businesses (IE: social media campaign) • Develop mechanism to facilitate and build connections between faculty and local business and non-profits • Connect faculty with alumni and employers and invite them into the classroom as partners	• Program coordination • Faculty buy-in and training (CITL) • Employer / Non-profit buy-in and training	• Track number of collaborative course-based projects • Use rubrics, reflection, and e-portfolios to evaluate learning. • Surveys to community / employer partners	• Long Term

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
Increase **internship and co-operative education** (co-op) placement to meet the Radford University Strategic Plan Benchmark of 85% by 2023.	• Leverage industry partners in the region and state to build internship and co-op pipelines across all disciplines • Coordinate Internship coordinators across all disciplines / departments. • Provide training for industry partners and internship coordinators.	• Resources for coordination to ensure student access to internships in all majors, as well as coordination of internship program and training • Create a comprehensive employer guide with details on how to engage with Radford students.	• Increase in # of industry partners hiring Radford University students. • Increase in # of students participating in work-based learning opportunities (e.g. internships and Highlander co-operative education program).	• Short term
Develop **Professional Development Training** for club and Organizational Leaders.	• Develop courses for club/org officers on topics such as budget management, marketing, project management, fundraising, networking, etc. • Leverage alumni and employers in teaching the course(s). • Develop rubrics, reflection exercises and e-portfolio best practice strategies to evaluate learning.	• Develop class in coordination with academic affairs, student affairs and informed by employer partners.	• Increase in number of students enrolled. • Number of reflection exercises and e-portfolio artifacts for evaluation	• Short Term (Pilot) • Long Term

Exhibit 19. Advance Strategy Summary

ADVANCE — Integrate technical skills, experiential and work-based learning into compelling story to support a successful transition into first destination beyond graduation

Initiative	Strategies	Resources Needed	Metrics	Implementation Timing (Immediate, Short-term, Long Term
Create Your Story: **Using reflection to translate your story** into your Resume, CV, LinkedIn , e-portfolio and the interview	• Center for Career and Talent Development skill-building for students • Training for faculty on how to integrate reflection on transferable skills into courses • Leveraging alumni and advisory boards to provide practice in skill building	• Many elements are in place. Create structure within Career Center. • Coordination with Alumni Relations	• Assessment of documents (i.e. Resume, Linkedin) • Engagement metrics of faculty, students. • Surveys / feedback by alumni and employers engaged in programs.	• Short-term
Showcase your Story: Building opportunities for creating and sharing your artifacts	• Increase opportunities for students to showcase their "outputs" to encourage completion of ExL projects. • More diverse options - some informal and some formal displays • Framing as a capstone project.	• Many elements are in place. Create a structure building on best practices such as the Student Engagement Forum, CVPA performances, etc.	• Count of involvement in events • Rubrics and reflection to assess students' confidence and ability to articulate accomplishment s	• Short term
Validate Accomplishments: **Certifications and endorsements** to show evidence of competencies	• Provide opportunity for students to acquire certifications • Create mechanism for students to acquire endorsements or validation of skills from faculty and employers	• Explore opportunities to provide credentialing (IMPACT Lab AWS, etc.) • SkillSurvey or similar assessment validating Career Competencies	• SkillSurvey or similar assessment to validate career competencies • Scores on certifications • Qualitative assessments from employers	• Short-term (Pilot) • Long term
Acceleration Programs to Practice: Apprenticeships	• Explore apprenticeship programs that would allow students to work as apprentices while also learning. • Assess interest from academic programs	• Coordination within the university • Regional partnerships • Explore grant funding opportunities	• Involvement count - # students; # partners participating	• Short-term

Budget Narrative

The initial financial forecast was based on supporting a taskforce retreat to review the current landscape, develop strategies, and create a framework for recommendations. Due to the pandemic, the taskforce adjusted their meetings to a virtual format rather than face to face. As a result, dollars were shifted to better support the career readiness pilot and staffing. Once the health restrictions eased and safety protocols were lifted, the Advance Team met in person and held work sessions to review the pilot data, finalize the recommendations and present to two presidential administrations and the Radford Board of Visitors. The majority of the expenses were related to staffing (e.g. contractor, student wages positions, recruiting, etc.), SkillSurvey tool, space rental and meals for taskforce meetings and advance team sessions. The table below outlines the expenditures for fiscal the duration of the project. Due to COVID 19, and the taskforce's ability to move forward virtually, not all award dollars were spent. Detailed invoices, receipts and contractor reports are available for review.

Office Of Sponsored Programs and Grants Management							
Account Expenditure Status Report through 6/2/22							
Banner Number		F22107 49001 P11004 117760 CST483					
Title:		Re-Imagining the Future of Experiential Learning					
PI/Sponsor:		Angela Joyner					
Term Dates		7/13/20-3/30/22					
Grant Specialist		Cindy Gwinn					
				Net			
Category	Budget	Supplement	Modification	Budget	Expend	Encumbered	Balance
Personnel & Fringe Benefits							
Wage	15,521.00		-	15,521.00	4,320.00	-	11,201.00
Total Personnel	15,521.00	-	-	15,521.00	4,320.00	-	11,201.00
FICA @ 7.65%	499.00	-	-	499.00	77.12	-	421.88
Fringe Benefits est @ 40%		-		-	-	-	-
Total Fringe Benefits	499.00	-	-	499.00	77.12	-	421.88
Total Personnel & Fringe Benefits	16,020.00	-	-	16,020.00	4,397.12	-	11,622.88
							-
Other Than Personnel Services							-
Contractual Services	-		-	-	18,460.32	-	(18,460.32)
Travel	-		-	-	29.00	-	(29.00)
Supplies	-		-	-	-	-	-
Transfer Payments	8,980.00		-	8,980.00	-	-	8,980.00
Total OTPS	8,980.00	-	-	8,980.00	18,489.32	-	(9,509.32)
							-
Total Direct Costs	25,000.00	-	-	25,000.00	22,886.44	-	2,113.56
Total Modified Direct costs	16,020.00	-	-	25,000.00	22,886.44	-	2,113.56
F&A @ 0%	-	-	-	-	-		-
Total Award	25,000.00	-	-	25,000.00	22,886.44	-	2,113.56
Amount invoiced to date							
Revenue Received to date				FY20	-		
				FY21	7,826.12		
				FY22	15,060.32		
					22,886.44		
					2,113.56		

Conclusion

Experiential learning at Radford University is both multi-faceted and multi-dimensional. By viewing experiential learning through the lens of an ecosystem, our students remain at the center of the initiatives and stakeholders can better understand their role within the ecosystem. Experiential learning at Radford University has evolved to provide scaffolded experiences and immerse students into the context of work for their respective fields of study. Although experiential learning at Radford University has evolved, there is still an opportunity to increase both accessibility and equity for students. Radford University was awarded the SCHEV Innovative Internship Grant to further the experiential learning foundational work and create a comprehensive university-wide plan.

The taskforce proposed several recommendations that could increase student engagement, address existing challenges, capitalize on opportunities and enable strategies that would make experiential learning more accessible and equitable to Radford University students and stakeholders alike. These recommendations support a more comprehensive and institutional approach to experiential learning. The intent of the recommendations and corresponding strategies is to strengthen existing pathways to critical fields such as healthcare, education, technology and manufacturing, but to also help students discover pathways that can leverage academic pursuits in interdisciplinary and liberal arts studies, and Radford University's innovative general education curriculum, REAL. The corresponding strategies extend beyond the scope of the original taskforce charge, however, the taskforce thought it was imperative to also outline concrete strategies that could inform resource allocation, prioritization and inclusion in the development of the university's next strategic plan. The strategies could ultimately build critical skills and confidence in our students and faculty, streamline campus initiatives and accelerate talent pipeline development for the Commonwealth of Virginia.

Upon reviewing the comprehensive situation analysis, industry landscape and breadth of strategies, the taskforce recognized that the current level of experiential learning activity could be strengthened by establishing a bold vision, comprehensive institution-wide approach, common language, learning outcomes and consistent tracking and reporting mechanisms. Consequently, the taskforce developed several recommendations that could have the largest positive impact for Radford University students, contribute to economic development for the region and strengthen community partnerships.

The following recommendations were put forth and approved by President Hemphill and subsequently, Interim President Lepre.

1. Develop an experiential vision and mission statement and common language
2. Appoint an ongoing Experiential Learning Steering Committee
3. Create a Presidential Promise that supports the experiential learning mission and vision
4. Establish a centralized and consistent approach for measuring experiential learning initiatives and positive outcomes for Radford University.
5. Adopt an experiential learning pathway framework

Several strategies from the report have been implemented, such as purchasing licenses for the Burning Glass/Emsi tool, establishing the Presidential Promise and integrating PathwayU as part of QUEST this summer. The taskforce has developed a recommendation for the composition of the ongoing Experiential Learning Steering Committee and the final approval and charge is targeted for this summer. Once the steering committee is charged, it will be important to socialize the framework, strategies and proposed recommendations with the shared governance entities and develop sub-committees to help refine strategies, identify resources needed and recommend prioritization of strategies. This will help with an implementation plan and should serve as valuable input for the upcoming strategic plan process. Given that the original taskforce had a broad group of constituents and the plan was presented to students, faculty, staff, administrators, employer partners and community meetings, the taskforce anticipates receiving continued strong support and believes that this initiative will move forward with passion and excitement. We are deeply grateful for the opportunity to lead this cross-functional team and excited about the possibilities to positively impact the lives of so many.

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What is Career Readiness? (n.d.). Retrieved April 23, 2021, from https://www.naceweb.org/career-

    readiness/competencies/career-readiness-defined/

APPENDICES

Note: Due to the large amount of data collected and the nature of some of the data reviewed, only a select subset of the information collected used in the landscape review are reflected in the appendices. The extensive body of information has been uploaded to a taskforce share point site and access can be provided upon request.

Appendix 1 – Investigating ExL at Radford University 2019-20 First Destination Responses merged with Institutional Research Experiential Learning Course Details 2015-2019
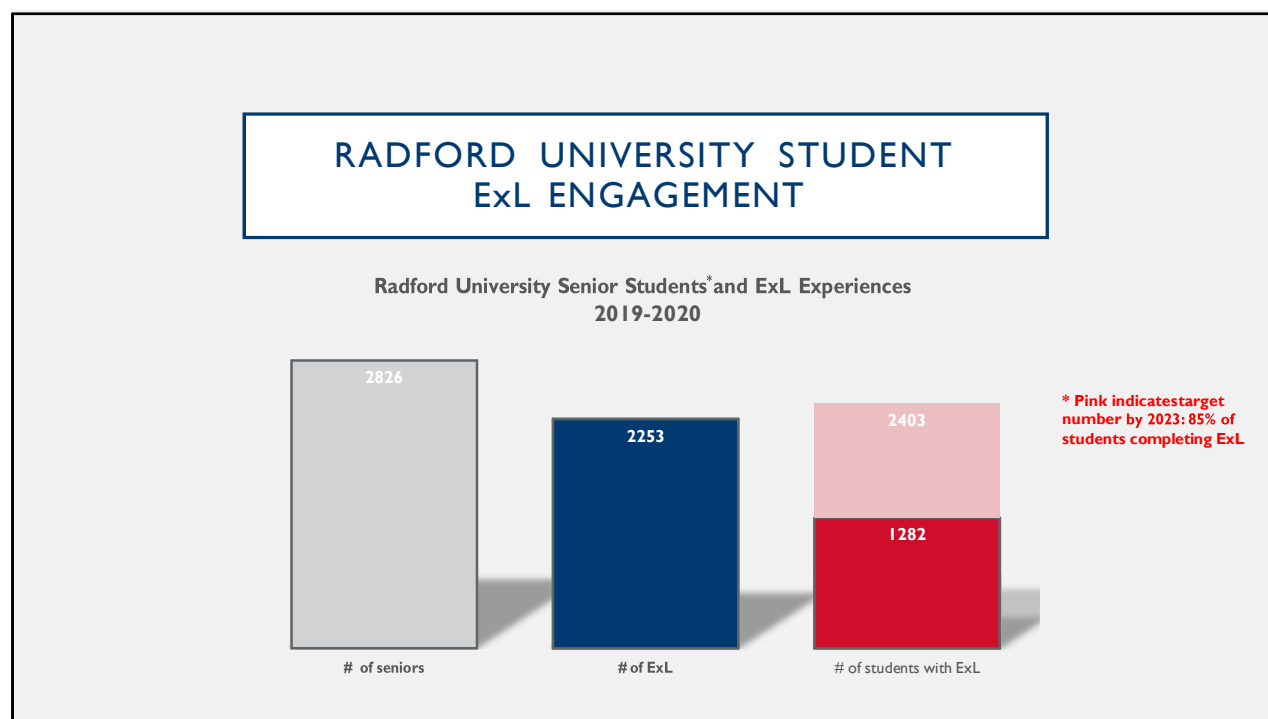
The light red bar represents target # 85%. (Reference: 85% referenced in Strategic PlanGoal 3, Performance Indicate 3.C. " Target 2023: 85% of graduates will participate in experiential learning / internship")

ExL counted here: (scholar citizen, citizen leader, study abroad*, internship, practicum, andstudent teaching) *Study Abroad Data not represented.

This data source includes undergraduate and graduate students graduating in 2019-20(Summer 2019, December 2019, Spring 2020)

This is <u>not</u> total number of students participating- this is total number of experiences (i.e.:some students may have contributed 3 experiences to one column)

Note: Disregard Study Abroad – not represented in this file

RADFORD UNIVERSITY STUDENT
ExL ENGAGEMENT BY NUMBER OF ExL
COMPLETED

Number of Students Observed by Number of
ExL Experiences completed
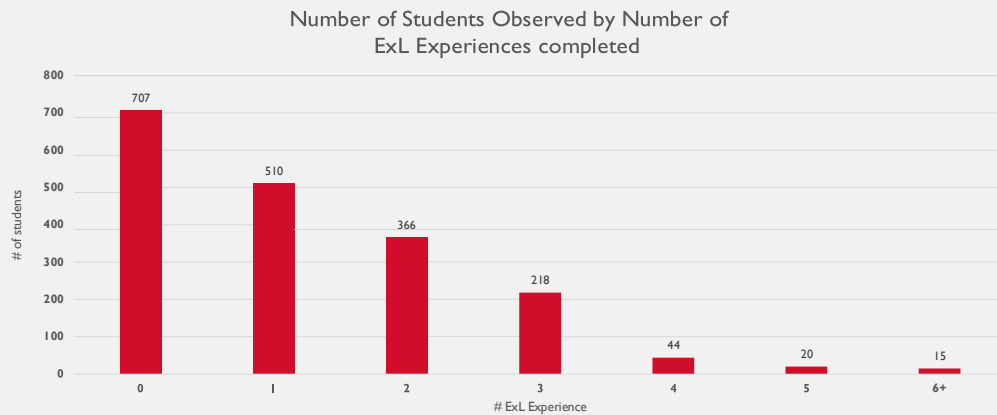
Reflects the number of students completing 0, 1, 2, 3, 4, 5 or 6+ ExL experiences Data source: **2019-20**

FDS responses with experiential learning 2020-10-14

Appendix 2
Office of Undergraduate Research & Scholarship (OURS) - August 31, 2020

Section 2: Performance Data

OURS URSCA	N	Transfer	Avg Age	Female	Vet	First Gen	Pell	Minority	HS GPA	SAT
2019 -2020		25.7%		70.8 %	0.1 %	36.2%	38.7%	32.3%		
	777	200	21.4	550	7	281	301	251	3.46	1071
2018-2019		25.1 %		71.1 %	0.2 %	36.4 %	38.5 %	28.9 %		
	571	102	21.6	406	1	208	220	165	3.50	1088
2017-2018		28.6 %		72.5 %	0.4 %	39.0 %	35.3 %	23.8 %		
	462	107	21.8	335	2	180	163	110	3.49	1099
2016-2017		32.3 %		67.6 %	0.9 %	31.0 %	31.6 %	24.0 %		
	435	92	22.1	294	4	135	137	104	3.44	1036
2015-2016		32.4 %		63.8 %	1.2 %	37.0 %	33.5 %	24.1 %		
	481	101	22.3	307	6	178	161	116	3.36	1041
2014-2015		32.6 %		68.7 %	0.5 %	31.6 %	34.0 %	17.2 %		
	412	28	22.2	283	2	130	140	71	3.44	1046

Overall Data Trends: The number of individual undergraduate students interacting with the various OURS programs continues to grow. The growth in the past year was driven by the inaugural Winter CARD event. The percentage of transfer students is representative of the student body (25.7 % vs 26.7 %). The average age of students interacting with OURS dropped for the 5th year in a row and is a positive sign that efforts to create opportunities for underclassmen have been successful. Males remain underrepresented (29.2 % vs 43.0 %) but the representation gap is slightly smaller than the last two years. Veterans remain a small portion of the student body and those conducting research (0.1 % vs. 0.7 %). First generation and Pell students continue to be represented at almost identical percentages as within the student body. We are excited to share that for the first time minoritized students are being represented at rates at or above the student body, driven in large part by the Winter CARD participation and the expansion of CUREs on campus. The high school GPA and SAT scores continue to exceed the average for the student body but are the most representative of the student body since we started tracking data (note that the SAT was reformatted in 2016 causing a spike in scores nationally and within RU). All of the overall trends are positive and the only representation gap observed for the past year is by gender.

Radford University Senior Students Engaged in Undergraduate Research Experiences (2019AY)

Total Number of Courses Identified by Faculty as Involving URSCI

Total Number of UREs and Total Number of Senior Students Engaged in UREs Observed by College for the 2019AY
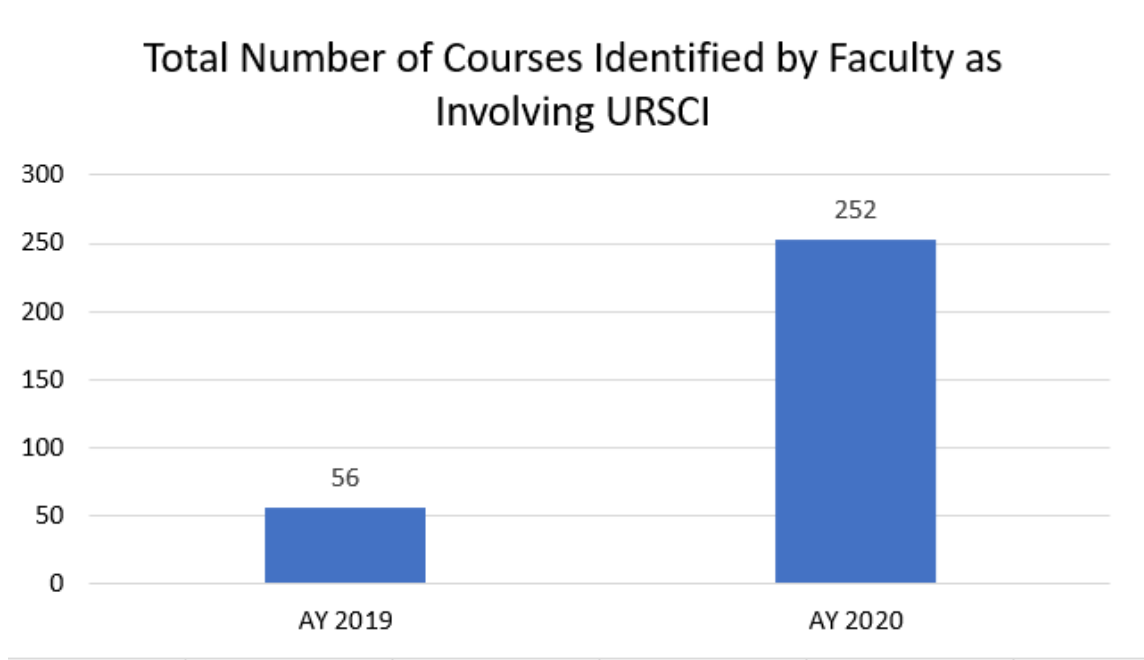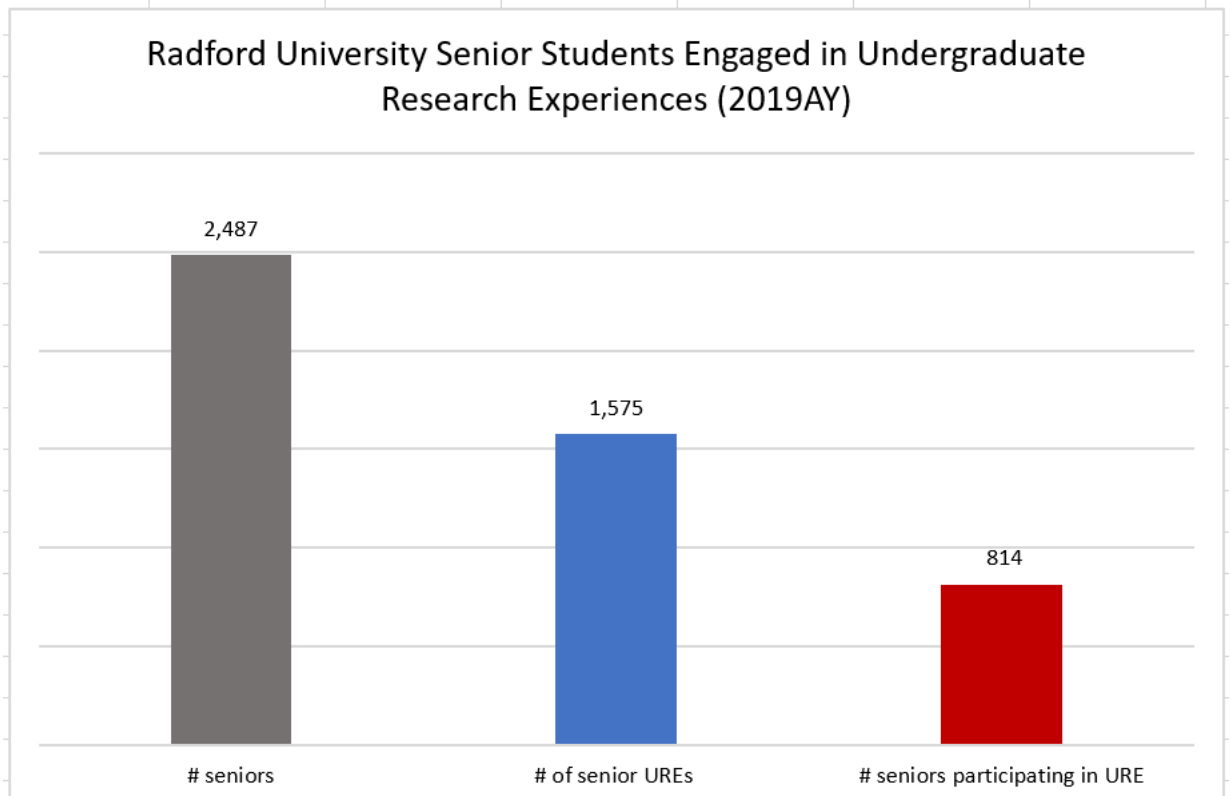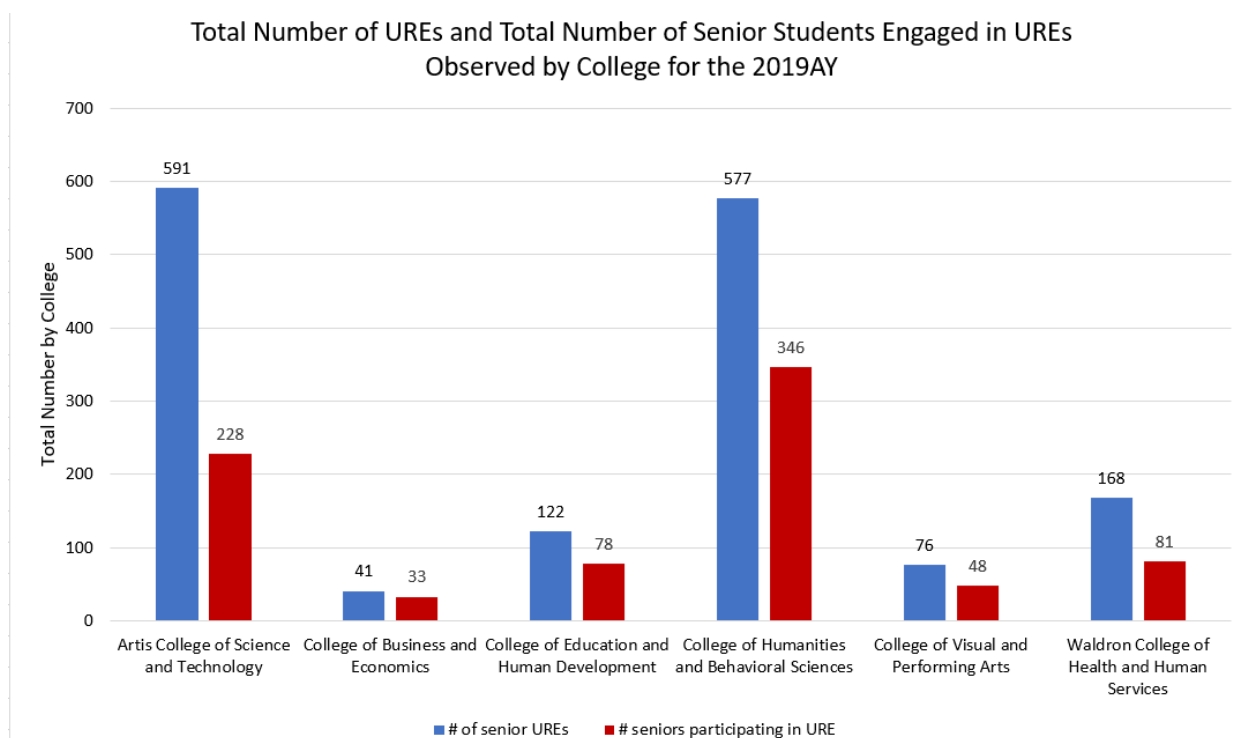
Appendix 3
Credit Hours by Course Type

2019-2020 Credit Hours by Course Type			
Course Type	*Undergraduate*	*Graduate*	*Total*
Independent Study	1,001	122	**1,123**
Internet Delivered/Web-based	1,485	583	**2,068**
Internship	2,000	1,364	**3,364**
Lab	2,030	45	**2,075**
Lecture	175,719	30,334	**206,053**
Lecture/Lab	40,698	3,168	**43,866**
Physical Education/Drill	416	0	**416**
Seminar	2,247	538	**2,785**
Special Training or Activity/Fieldwork Experience	6,224	4,124	**10,348**
Student Teaching	1,071	0	**1,071**
Thesis	3	178	**181**
Total	**232,894**	**40,456**	**273,350**

Appendix 4 For-Credit Internships

Distinct Students Taking For-Credit Internships by College

Distinct Students Taking For-Credit Internships by College					
Department	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Artis College of Science and Technology					
Undergraduate					
Anthropological Sciences	3	2	0	1	0
Biology	7	13	16	14	9
College of Science and Technology	0	2	1	1	4
Forensic Science	3	1	3	2	1
Geology	1	0	0	0	0
Geospatial Science	1	0	0	0	0
Mathematics	0	0	0	1	0
Physics	1	0	0	0	0
Statistics	2	1	0	0	0
Undergraduate Total	**18**	**19**	**20**	**19**	**14**
Artis College of Science and Technology Total	**18**	**19**	**20**	**19**	**14**
College of Education and Human Development					
Undergraduate					
Counselor Education	2	3	0	1	0
Exercise, Sport, and Health Education	139	126	109	105	85
Recreation, Parks, and Tourism	73	78	85	72	42
Undergraduate Total	**214**	**207**	**194**	**178**	**127**
Graduate					
Counselor Education	30	19	31	28	25
Education	12	13	6	9	18
Education - Early Childhood	12	8	12	7	9
Education - Special Education	38	43	33	23	24
Graduate Total	**83**	**75**	**70**	**60**	**69**
College of Education and Human Development Total	**297**	**282**	**264**	**238**	**196**
College of Humanities and Behavioral Sciences					
Undergraduate					
Communication and Media Studies	114	118	110	103	65
Criminal Justice	29	30	41	28	19
English	4	1	1	1	0
History	7	7	3	5	5
Interdisciplinary Studies	72	91	74	70	86
Philosophy	0	0	0	1	1
Political Science	1	2	1	3	1

Psychology	1	5	3	6	19
Religion	1	0	0	0	1
Sociology	18	19	16	18	14
Women's Studies	1	0	0	0	0
Women's and Gender Studies	0	0	0	1	0
Undergraduate Total	**248**	**273**	**247**	**236**	**211**
Graduate					
Communication and Media Studies	5	2	7	2	2
Criminal Justice	1	3	2	0	0
Psychology	22	29	35	28	23
Graduate Total	**28**	**34**	**44**	**30**	**25**
College of Humanities and Behavioral Sciences Total	**276**	**307**	**291**	**266**	**236**
College of Visual and Performing Arts					
Undergraduate					
Art	5	4	2	4	3
Design - Fashion	5	5	6	4	1
Design - Interior	22	31	17	20	0
Design - Merchandising	7	17	7	4	1
Music	9	17	9	13	6
Theatre	2	0	0	1	1
Undergraduate Total	**50**	**74**	**41**	**46**	**12**
Graduate					
Music	3	1	3	2	1
Graduate Total	**3**	**1**	**3**	**2**	**1**
College of Visual and Performing Arts Total	**53**	**75**	**44**	**48**	**13**
Davis College of Business and Economics					
Undergraduate					
Accounting	5	9	12	12	4
Economics	2	3	2	2	0
Finance	6	4	11	8	5
Management	8	10	21	21	18
Marketing	18	15	18	16	20
Undergraduate Total	**39**	**41**	**64**	**59**	**45**
Davis College of Business and Economics Total	**39**	**41**	**64**	**59**	**45**
Waldron College of Health and Human Services					
Undergraduate					
Emergency Services	0	0	0	0	20
Emergency Services Fire	0	0	0	0	3
Healthcare Administration	0	0	0	0	1
Undergraduate Total	**0**	**0**	**0**	**0**	**24**
Graduate					
Physical Therapy	73	76	82	86	87

Graduate Total	**73**	**76**	**82**	**86**	**87**
Waldron College of Health and Human Services Total	**73**	**76**	**82**	**86**	**111**

Appendix 5

Students Taking For-Credit Internships

Students Taking For-Credit Internships		
Year	Undergraduate	Graduate
1994-1995	307	109
1995-1996	375	112
1996-1997	445	117
1997-1998	350	111
1998-1999	372	140
1999-2000	372	114
2000-2001	307	125
2001-2002	285	151
2002-2003	314	130
2003-2004	383	137
2004-2005	441	144
2005-2006	413	145
2006-2007	422	154
2007-2008	443	199
2008-2009	385	142
2009-2010	448	158
2010-2011	465	190
2011-2012	531	166
2012-2013	487	163
2013-2014	560	213
2014-2015	563	192
2015-2016	566	187
2016-2017	611	187
2017-2018	564	200
2018-2019	538	178
2019-2020	433	182

Appendix 6
Students Participating in Study Abroad

Students Participating in Study Abroad		
Year	**Students**	**Credit Hours**
1994-1995	40	182
1995-1996	34	335
1996-1997	60	519
1997-1998	47	517
1998-1999	53	462
1999-2000	67	413
2000-2001	72	571
2001-2002	63	549
2002-2003	44	470
2003-2004	43	378
2004-2005	74	558
2005-2006	108	589
2006-2007	55	485
2007-2008	218	1,722
2008-2009	74	742
2009-2010	150	1,200
2010-2011	134	833
2011-2012	142	861
2012-2013	126	739
2013-2014	119	704
2014-2015	113	576
2015-2016	168	763
2016-2017	121	652
2017-2018	104	481
2018-2019	115	634
2019-2020	18	104

Appendix 7
Students Applying for Financial Aid

2019-2020 Students Applying for Financial Aid		
Status	**Undergraduates**	**% Undergraduates**
Applied, Eligible	5,478	64%
Applied, Not Eligible	1,141	13%
Did not apply	1,902	22%
Total	**8,521**	**100%**

Appendix 8
Undergraduate Family Income Distribution

Undergraduate Family Income Distribution				
Year	Mean	First Quartile	Median	Third Quartile
2006-2007	$49,831	$25,282	$47,298	$69,844
2007-2008	$53,417	$26,940	$50,713	$74,947
2008-2009	$56,202	$27,816	$52,039	$79,297
2009-2010	$55,378	$24,484	$51,248	$79,936
2010-2011	$57,382	$24,955	$52,428	$82,550
2011-2012	$57,261	$23,376	$52,776	$84,477
2012-2013	$57,198	$21,830	$51,936	$84,357
2013-2014	$59,424	$23,856	$54,778	$88,341
2014-2015	$59,393	$23,283	$53,139	$88,195
2015-2016	$60,096	$23,568	$53,251	$89,797
2016-2017	$59,702	$23,823	$52,787	$88,697
2017-2018	$58,541	$22,341	$50,773	$87,878
2018-2019	$58,796	$22,350	$49,894	$88,757
2019-2020	$57,409	$20,488	$48,558	$86,002

Appendix 9
Pell Grant Report

Pell Grant Report			
Year	Unique Students	Total Pell Awarded	Average Award
1992-1993	1,548	$2,413,393	$1,559
1993-1994	1,534	$2,224,800	$1,450
1994-1995	1,539	$2,300,803	$1,495
1995-1996	1,517	$2,269,071	$1,496
1996-1997	1,455	$2,269,035	$1,559
1997-1998	1,606	$2,663,883	$1,659
1998-1999	1,659	$3,130,102	$1,887
1999-2000	1,621	$3,068,683	$1,893
2000-2001	1,582	$3,327,454	$2,103
2001-2002	1,807	$4,188,509	$2,318
2002-2003	1,809	$4,503,738	$2,490
2003-2004	1,737	$4,367,959	$2,515
2004-2005	1,672	$4,208,232	$2,517
2005-2006	1,518	$3,827,534	$2,521
2006-2007	1,456	$3,718,967	$2,554
2007-2008	1,453	$4,032,650	$2,775
2008-2009	1,469	$4,731,328	$3,221
2009-2010	1,873	$7,390,638	$3,946
2010-2011	2,284	$8,972,436	$3,928
2011-2012	2,465	$9,463,952	$3,839
2012-2013	2,582	$10,172,077	$3,940
2013-2014	2,718	$10,934,650	$4,023
2014-2015	2,802	$11,485,615	$4,099
2015-2016	2,885	$12,021,056	$4,167
2016-2017	2,921	$12,209,626	$4,180
2017-2018	3,138	$13,834,095	$4,409
2018-2019	3,082	$14,131,616	$4,585
2019-2020	3,154	$14,534,140	$4,608

Appendix 10
Fall 2020 Enrollment – Gender

Gender	Full-Time	Part-Time	Total
Fall 2020 Characteristics: Gender			
Undergraduate			
Female	4,203	305	**4,508**
Male	2,585	214	**2,799**
Undergraduate Total	**6,788**	**519**	**7,307**
Graduate			
Female	543	2,384	**2,927**
Male	167	294	**461**
Graduate Total	**710**	**2,678**	**3,388**
Total	**7,498**	**3,197**	**10,695**

Appendix 11
Fall 2020 Characteristics: Ethnicity

Ethnicity	Male Full-Time	Male Part-Time	Female Full-Time	Female Part-Time	Total
Fall 2020 Characteristics: Ethnicity					
Undergraduate					
American Indian or Alaska Native	5	0	13	0	**18**
Asian	55	5	50	8	**118**
Black or African American	470	23	760	29	**1,282**
Hispanic	194	16	323	15	**548**
Native Hawaiian or Other Pacific Islander	1	0	3	0	**4**
White	1,580	145	2,686	213	**4,624**
Two or more races	162	9	244	13	**428**
Nonresident Alien	25	0	20	0	**45**
Race and Ethnicity Unknown	93	16	104	27	**240**
Undergraduate Total	**2,585**	**214**	**4,203**	**305**	**7,307**
Graduate					
American Indian or Alaska Native	0	1	1	4	**6**
Asian	3	3	11	21	**38**
Black or African American	9	15	33	124	**181**
Hispanic	8	5	24	20	**57**
Native Hawaiian or Other Pacific Islander	0	1	0	0	**1**
White	111	156	361	1,054	**1,682**
Two or more races	4	3	17	9	**33**
Nonresident Alien	9	0	3	2	**14**
Race and Ethnicity Unknown	23	110	93	1,150	**1,376**
Graduate Total	**167**	**294**	**543**	**2,384**	**3,388**
Total	**2,752**	**508**	**4,746**	**2,689**	**10,695**

Appendix 12
First Generation Students

First Generation Students			
Term	**Undergraduates**	**First Generation**	**Percent First Generation**
Fall 2001	8,061	1,803	22%
Fall 2002	8,200	2,209	27%
Fall 2003	8,167	2,499	31%
Fall 2004	8,356	2,862	34%
Fall 2005	8,482	2,966	35%
Fall 2006	8,155	2,822	35%
Fall 2007	8,023	2,680	33%
Fall 2008	8,155	2,588	32%
Fall 2009	7,773	2,242	29%
Fall 2010	7,950	2,048	26%
Fall 2011	8,350	2,222	27%
Fall 2012	8,610	2,449	28%
Fall 2013	8,913	2,836	32%
Fall 2014	8,885	3,104	35%
Fall 2015	8,880	3,151	35%
Fall 2016	8,453	3,200	38%
Fall 2017	8,418	3,279	39%
Fall 2018	7,926	2,846	36%
Fall 2019	7,967	2,584	32%
Fall 2020	7,307	2,160	30%

Appendix 13
Fall 2020 Students Receiving Military or Veteran Benefits

Fall 2020 Students Receiving Military or Veteran Benefits			
Chapter	**Undergraduate**	**Graduate**	**Total**
Chapter 1606 (Select Reserve)	10	0	**10**
Chapter 31 (Vocational Rehab)	4	3	**7**
Chapter 33 (Dependent)	126	6	**132**
Chapter 33 (Post 9/11 GI Bill)	41	8	**49**
Chapter 35 (DEA)	117	16	**133**
Total	**298**	**33**	**331**

Appendix 14
Average Age

Student Level	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Average Age					
Undergraduate					
New Freshman	18	18	18	18	18
Freshman	19	20	19	21	20
Sophomore	20	20	20	20	20
Junior	21	21	21	22	21
Senior	23	23	23	23	23
Unclassified	27	28	34	36	26
Undergraduate Average	**21**	**21**	**21**	**21**	**21**
Graduate					
Post-Baccalaureate Certificate	36	39	40	38	41
Master's Degree	29	30	29	29	29
Post-Master's Certificate	25	25	26	26	27
Doctor's Degree	29	28	28	31	32
No Degree Sought (Graduate)	43	38	41	42	42
Graduate Average	**29**	**30**	**33**	**38**	**37**

Appendix 15
Student Government Association (SGA) Listening Session & Student Survey

SGA LISTENING SESSION TRANSCRIPT

Experiential Learning Taskforce, SGA Listening Session April 12, 2021 5pm

- **Q1: What types of Experiential Learning experiences have you participated in or intend to participate in, and how do you think these will help you find success as you transition into the work-world?**
    - M: "So actually through my program we have to have a certain number of hours watching clinicians or you know doing reflections of things like case online like clinician led so we have to have someone that like reviews it with us and stuff like that and I think that would just really help you for when you become a clinician and when you have to start doing that yourself so that you can see some good things some good some bad things that happened in the experience and like you can learn from their experience as well" Practica
    - G: "I know that SGA has kind of opened up a lot of professional development opportunities for myself. We get to attend really cool events like Advocacy Day, for example. It was an awesome learning experience and we got to travel to Richmond and talk with our delegates so that was great."
    - C: "I would say like confidence in like personal conversations and personal interactions especially with like faculty and stuff like that but also public speaking skills and stuff like that"
- **Q2: Let's talk specifically about Internships: If you have participated in an internship, what is your motivation for engaging in an internship and what skills did you take away from the experience. If you have not participated in an internship, would you like to before you graduate?   If yes, why? If no, why not? What would need to change in order for you to participate in an internship**?
    - G: "I know I did several internships in high school because I felt like it would better prepare me for college just to get a little bit more hands-on work experience and I'll probably do a few more for my classes- My degree actually requires an internship. And also just the experience is really great" comms major
    - C: "I did an internship, and it was actually in Colorado which is really nice and I got it actually on handshake which is really cool and so basically, I want to have basically a hands-on experience in the field I'm going into after undergraduate. I think that a lot of what it taught me was different types of leadership styles different types of profile professional development opportunities that could take on that also like different types of like life lessons that I would need for my actual career and also my personal life as well. And it just shows just how much hands-on experience that you can get and there is always an opportunity to learn outside the classroom. And you learn so much more and so differently outside the classroom that is a really cool experience."
    - P: "I did a few internships actually in high school before applying to college and I thought the most important takeaway was really just how different it is from day-to-day experience like understanding what it's like to actually work with other people and have like professional relationships with other people to be a part of their life and also networking with people who might want to work with in the future."
    - K: "Yes, I currently just secured an internship for this summer and my first day was last Thursday and I'm an accounting major and what really motivated me to get an internship is I just wanted to know what it's like to actually apply accounting in the real world and also knowing what it's like to just be in the office from like 9 to 5 so like what the environment is like day today. I'm looking forward to doing that full time during the summer and know what it's like working 9-5."
- **Q3: Thinking about Experiential Learning at Radford University, is there anything else that you would like to share with us about your experiences or experiences you wish existed at Radford University**
    - M: "So it's actually really funny because this picture is of the chair of my department so this was what I would be doing right here. That's super funny but so I just like I feel like so first do observation hours so I'm not really like there to where if I did it would mean a lot so they have us in our second year like second year in the program so once we get to see more stuff then when they really have a slight step up with observation hours because they want us to have the baseline of information. So I do work and the Radford University speech and hearing clinic and so I spent a lot of the front-end stuff which has been

an absolutely amazing experience like it's not watching observation but still interacting with a lot of the people that come to the clinic but yeah, I think it's just kind of like I needed a baseline of knowledge before I jumped in."

- J: "I would actually like to do an internship but right now it's kind of hard to land internships in public health and medicine last year and this year just because of the demand from Covid so once that kind of figures itself out I'd like to get one."
- P: "I've heard a lot of people say that they can't really find the connections that they need in the professional world so it's hard for them to be able to catch an internship."
- F: "I have a couple friends that find it difficult to put themselves out there to apply for other jobs or internships because they're just not capable of being in an environment where they're gonna feel uncomfortable."

SGA Student Survey

- Q: The National Association of Colleges and employers defines ExL as encompassing a wide variety of enriching opportunities for students, including service-learning, volunteering, student organization leadership and campus involvement, faculty-led research and projects, experiential study abroad, student employment / work study, cooperative education, and internships. We are also adding practica, student teaching, and field-work to the list. Based on the above definition, please check opportunities that you have engaged in or plan to engage in.

#	Field	Have Engaged		Plan To Do		Don't Know What This Is	
1	Service-learning	58.33%	7	33.33%	4	8.33%	1
8	Internships	30.00%	3	70.00%	7	0.00%	0
3	Student organization leadership/ involvement	100.00%	9	0.00%	0	0.00%	0
2	Volunteering	88.89%	8	11.11%	1	0.00%	0
10	Faculty-led field work	0.00%	0	62.50%	5	37.50%	3
9	Practica / Student Teaching	0.00%	0	62.50%	5	37.50%	3
6	Student employment / work study	87.50%	7	12.50%	1	0.00%	0
7	Cooperative Education (Co-Op)	14.29%	1	28.57%	2	57.14%	4
5	Study Abroad	0.00%	0	57.14%	4	42.86%	3
4	Faculty-led research & project	14.29%	1	71.43%	5	14.29%	1
11	Other	20.00%	1	20.00%	1	60.00%	3

Showing rows 1 - 11 of 11

- Q- If you indicated "other" to the previous question, please use this space to provide more detail about your experience(s).

> If you indicated "other" to the previous question, please use this space to...
>
> Fraternity
>
> serving on university internal governance committees

- Q - Please provide comments, insights, ideas, and perspectives that will be helpful to the Experiential Learning Taskforce.

> Please provide comments, insights, ideas, and perspectives that will be hel...
>
> Give an option of "not planning to do" because not every student can accomplish those ExL taskforce.
>
> I am very involved at the SRWC on campus, with personal training and Facility work. So this is for sure helping me with experiential learning!
>
> There are many great opportunities on campus but it seems like most of the student leaders or people with great resumes get the work studies or the research opportunities as well.
>
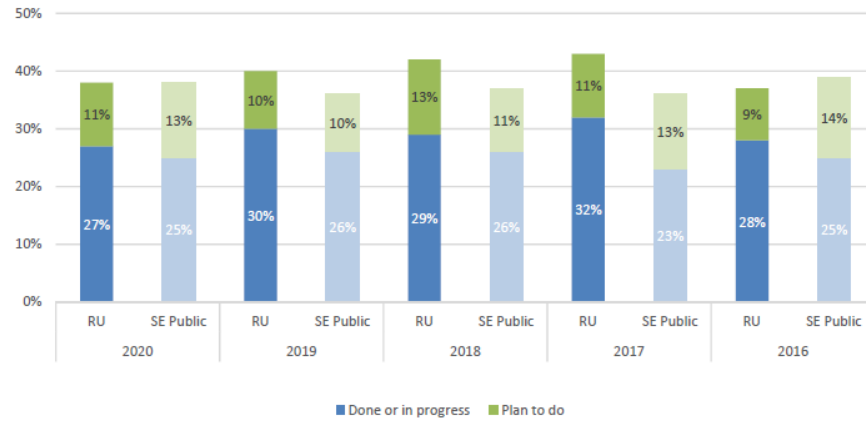> Networking opportunities.

Additional student responses

- o "I felt like I missed out because my classmates were able to participate in summer internships and get jobs but I had to work my regular summer job to make money for living and tuition. Education is kinda like unfair if you don't have family money." -S1

- o "An internship seems cool but I didn't really see any paid ones near my house. I don't want to work for nothing when I could really use the money." S2

- o "...If Radford offered funding for internship opportunities, I might actually be able to get a job after graduating from here." -S3
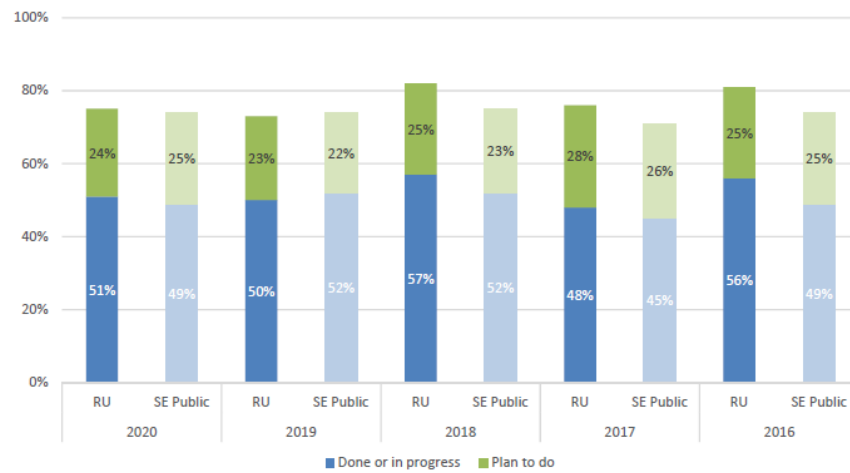
Service-Learning
About how many of your courses at this institution have included a community-based project (service-learning)?

Learning Community
Participate in a learning community or some other formal program where groups of students take two or more classes together
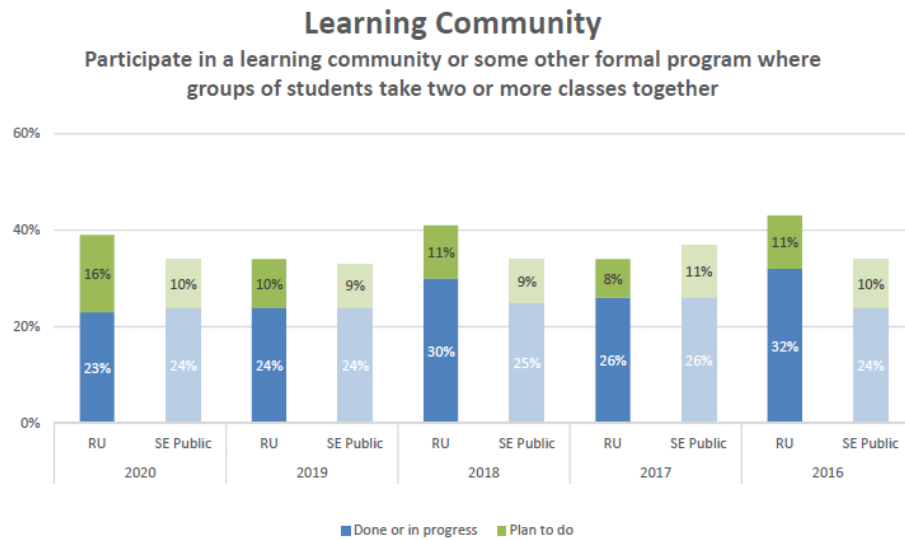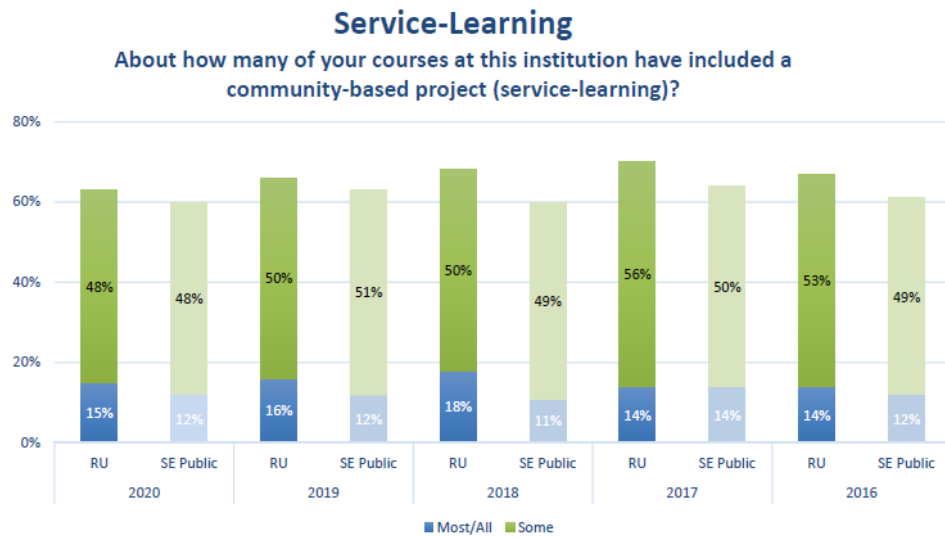
Research with a Faculty Member
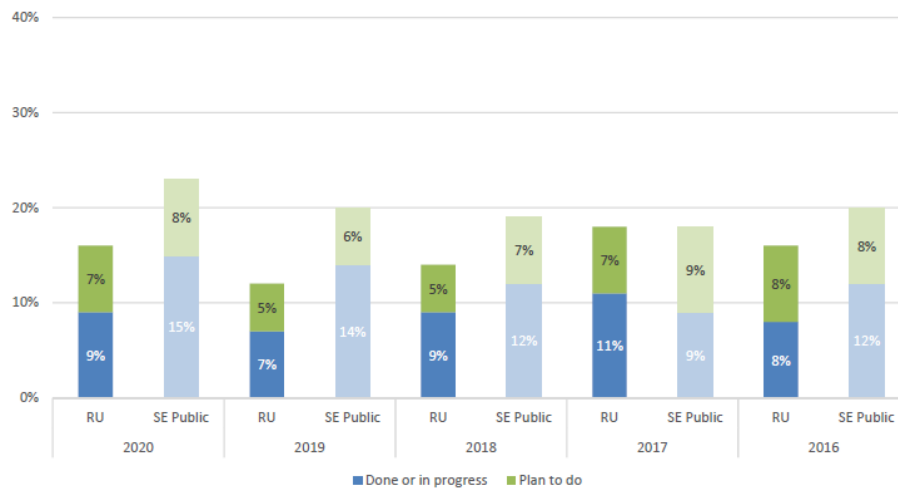
Work with a faculty member on a research project

Internship or Field Experience

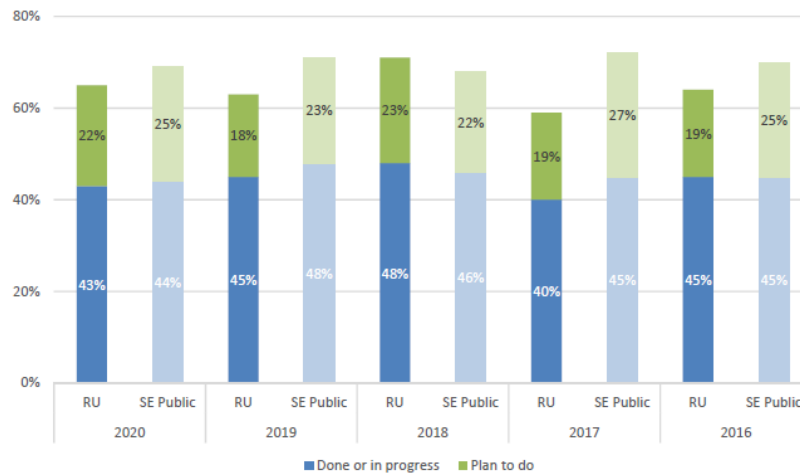Participate in an internship, co-op, field experience, student teaching, or clinical placement

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Study Abroad
Participate in a study abroad program

Legend: Done or in progress | Plan to do

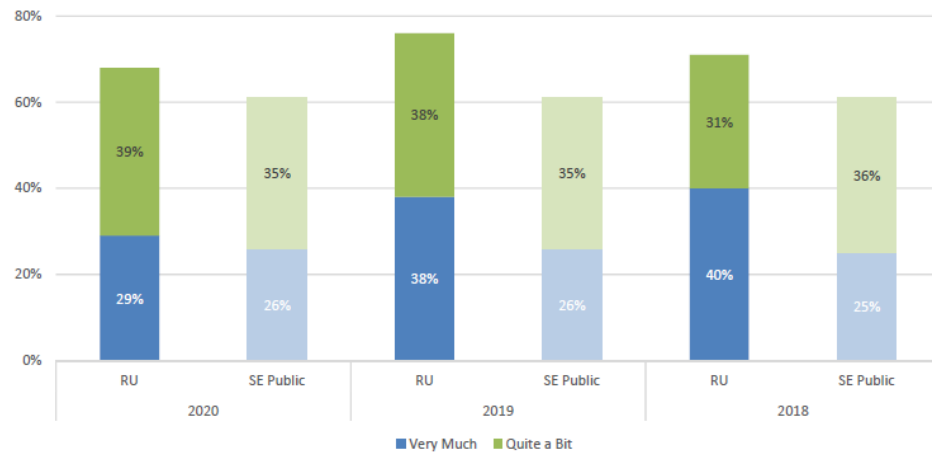|	2020		2019		2018		2017		2016	
	RU	SE Public	RU	SE Public	RU	SE Public	RU	SE Public	RU	SE Public
Plan to do	7%	8%	5%	6%	5%	7%	7%	9%	8%	8%
Done or in progress	9%	15%	7%	14%	9%	12%	11%	9%	8%	12%

Culminating Senior Experience
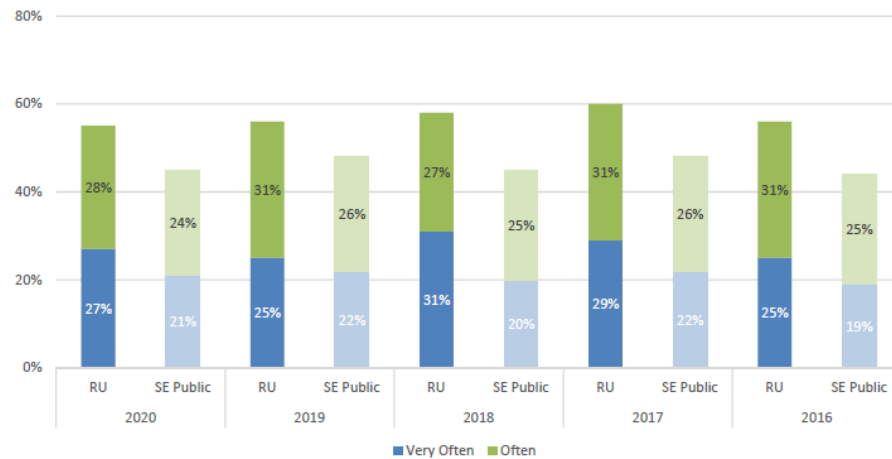### Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Legend: Done or in progress | Plan to do

|	2020		2019		2018		2017		2016	
	RU	SE Public	RU	SE Public	RU	SE Public	RU	SE Public	RU	SE Public
Plan to do	22%	25%	18%	23%	23%	22%	19%	27%	19%	25%
Done or in progress	43%	44%	45%	48%	48%	46%	40%	45%	45%	45%

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During the current school year, how much has your coursework emphasized developing the skills necessary to <u>work effectively with people from various backgrounds</u>

	RU 2020	SE Public 2020	RU 2019	SE Public 2019	RU 2018	SE Public 2018
Quite a Bit	39%	35%	38%	35%	31%	36%
Very Much	29%	26%	38%	26%	40%	25%

■ Very Much ■ Quite a Bit

During the current school year, about how often have you <u>talked about career plans with a faculty member</u>

	RU 2020	SE Public 2020	RU 2019	SE Public 2019	RU 2018	SE Public 2018	RU 2017	SE Public 2017	RU 2016	SE Public 2016
Often	28%	24%	31%	26%	27%	25%	31%	26%	31%	25%
Very Often	27%	21%	25%	22%	31%	20%	29%	22%	25%	19%

■ Very Often ■ Often

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During the current school year, how much has your coursework emphasized the applying facts, theories, or methods to practical problems or new situations
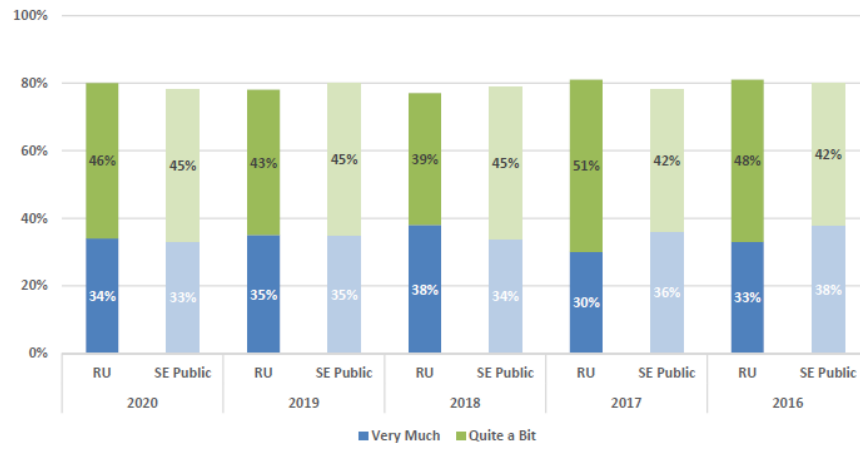
About how many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
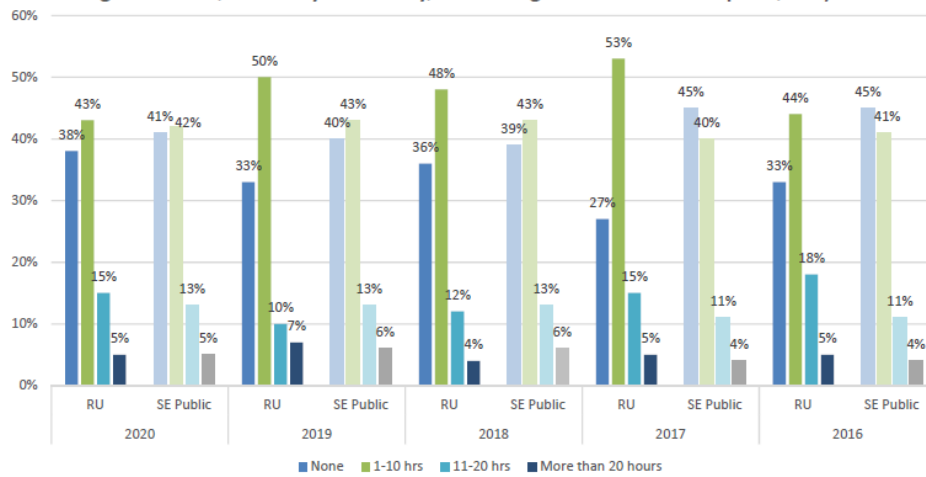
Appendix 17
LITERATURE REVIEW Citation

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