A Plan for Experiential Learning

The City University of New York

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“TO GAIN EMPLOYMENT after graduation, it is no longer sufficient for a student simply to attain a degree or certificate in a specific field. Rather, students must also demonstrate work readiness and prior relevant experience to prospective employers... Experiential learning such as cooperative education ("co-op") and internships provide a win-win-win for New York’s business, colleges, and — most importantly — students.”

Governor Andrew M. Cuomo
“2015 Opportunity Agenda”
January 21, 2015
I – INTRODUCTION

Experiential learning, also known as “applied learning” and “hands-on learning,” can be among the most meaningful components of the college experience. It can help a student to deepen his or her understanding of more theoretical knowledge gained in the classroom, help individuals to become more reflective and thoughtful about society and their respective roles in sustaining and improving their communities, and even spark previously unknown interests and passions that prove to be lifelong and immeasurably enriching.

In 2015, the New York State Budget included a provision requiring The City University of New York (CUNY) and State University of New York (SUNY) to develop a plan to make experiential/applied learning activities available to enrolled students starting in fall 2016 and to assess the feasibility of making experiential learning a graduation requirement.¹ For CUNY, this represented an opportunity to take a new and more comprehensive look at the broad spectrum of experiential learning currently offered to its students, and to think creatively about how best to maximize these opportunities and ensure their quality and integration into the college experience.

In response to the new law, CUNY’s Board of Trustees passed a resolution to develop a plan to assess the university’s current practices regarding experiential learning with a goal of increasing the quality and availability of such opportunities for CUNY students. In order to carry out this resolution, ensure CUNY’s compliance with the new state requirement, and allow the university to fully benefit from the opportunity to enhance experiential learning for its students, Chancellor James B. Milliken convened a task force in June 2015 to initiate and lead the planning phase of this important initiative.

The task force was charged with developing the university’s plan, and addressing and making recommendations to resolve policy issues to the Chancellor. At its first meeting, Chancellor Milliken noted that this legislation provided the university a welcome invitation to examine an important dimension of the experience of CUNY students. Co-chaired by President Jeremy Travis of John Jay College of Criminal Justice and University Dean of Continuing Education and Workforce Development Suri Duitch, the task force includes college presidents, faculty members and other administrators with backgrounds in experiential learning from the CUNY central office and senior and community colleges, as well as representatives of the University Faculty Senate (UFS) and the University Student Senate (USS).² Over the course of the last several months, the task force has undertaken a variety of tasks to better understand the current availability and

¹ A copy of legislation is in Appendix I.
² A full list of task force members is in Appendix II.
processes surrounding experiential learning opportunities (ELO) available to students at CUNY colleges. These tasks included the development of a university-wide definition for experiential learning and the administration of a survey to all colleges to collect quantitative and qualitative information regarding current availability of and college-specific approaches to supporting ELO.

The task force asked each CUNY college president to appoint a designee on his or her campus to lead efforts around responding to the survey and otherwise supporting development of the university plan. In addition to the information that the designees supplied via the survey, the group became an excellent source of ideas, questions, and concerns that informed the development of the plan. And moving forward, the college designees will play an important role in advancing ELO efforts on campus and advising the university on progress and challenges.

The task force also had strong participation from faculty and student leaders at the university, both directly through UFS and USS designees on the task force, and through the course of periodic discussions with UFS representatives from all of the CUNY colleges. As well, colleagues at the State University of New York, who are likewise engaged in responding to the new legislative requirement and have deep experience in ELO, were helpful and generous with information about their sources and planning processes in the area of applied learning.

While CUNY’s graduate and professional schools offered feedback on the survey and examples of such opportunities at the graduate level, the task force chose to focus its work on those experiential learning opportunities available to students at the associate and bachelor’s degree level.

Based on what was learned in this process, this document was developed to serve as CUNY’s “university plan,” as required under the law. It is both a description of what is currently in place and aspirational, painting a picture of the important place of ELO within the university and its colleges. The goal of the task force is to show the way to a future in which such opportunities are even more broadly available and their importance further elevated within the university community. It highlights key aspects of experiential learning from the university’s perspective, describes numerous strong practices already in place at CUNY colleges, and points to challenges for the university and its colleges in making high quality, well-integrated experiential learning even more widely available to its students. The plan responds to important questions regarding the role of faculty in experiential learning, how students are informed about and participate in it, and how the university can successfully engage external partners. It also describes a process that CUNY will undergo to decide how to most effectively and efficiently track and report on ELO and student participation in them.
To develop a CUNY-wide definition of experiential learning, the task force conducted a close examination of the relevant literature on this topic. This involved consulting online resources from a variety of organizations and institutions with expertise in the arena of experiential learning, applied learning, high-impact practices, and related learning outcomes, as well as academic experts and sources.\(^3\)

One initial task was to examine how CUNY’s peer systems and institutions have defined experiential learning. This research revealed that some definitions address the institution’s philosophical approach to ELO, others draw from evidence-based research on the topic, while still others represent more practical and technical definitions for specific requirements of defined academic programs. The task force also surveyed widely cited research and definitional sources. This led to David A. Kolb’s 1984 research about the four different kinds of abilities required of effective learning (concrete experience, reflective observation, abstract conceptualization, and active experimentation), as well as information from the American Association of Colleges and Universities (AACU) about high-impact educational practices.\(^4\) Drawing from these sources, the task force crafted a definition that reflects what experiential learning means at CUNY and how it can positively contribute to the student experience. This overarching definition was accompanied by a list of category definitions intended to help ensure consistency in how ELO is discussed and counted across CUNY.\(^5\)

**The definition developed by the task force is as follows:**

At CUNY, experiential and applied learning opportunities should be a transformational component of the undergraduate experience. Educational research indicates that high-impact practices that take ideas and concepts beyond the classroom can increase rates of student retention and student engagement, and can be beneficial in shaping their longer-term personal development as critical and creative thinkers. These practices, known at CUNY as experiential learning opportunities (ELO), take many different forms, all of which allow “learners to have direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop individual capacity to contribute to their communities.”\(^6\)

This definition is a jumping off point for broad thinking about ELO. In location and mission, CUNY is inextricably tied to New York City, where there are myriad opportunities for hands-on learning—and opportunities to enhance and serve the city—across public, private, and non-profit sectors and in countless areas of industry, culture, and community.

\(^3\) A selection of key resources identified in this research is included as Appendix IV.


III – THE CUNY CONTEXT

The City University of New York has a long history of promoting and developing strategies that support experiential learning. In many ways, this approach to the academic experience is integral to CUNY’s mission and commitment to providing high quality educational opportunities to New Yorkers who otherwise could not afford to attend college. CUNY has deep experience working with a wide variety of employer sectors in the city. Over time, the leaders and employees in those public and private institutions have been drawn from CUNY alumni who, in turn, provide opportunities for the next generation of CUNY students. Similarly, CUNY faculty are often attracted to CUNY because of its mission and embrace the challenge of integrating classroom instruction with lessons learned from the application of those lessons to experiences in the workplace, laboratory, or community service.

This long-standing commitment to creating bridges between classroom and external experiences is reflected in signature initiatives of several colleges of the university. For example, LaGuardia Community College (LaGuardia) was founded in 1970 as a college centered around cooperative learning integrated into the curriculum. Today, LaGuardia maintains strong relationships with industry partners through a variety of channels. With support from the New York State Next Generation Job Linkage program, the college’s AAS programs maintain active advisory boards with a board membership that consists of 50% employer partners. Through the division of Institutional Advancement, LaGuardia also engages its foundation members, community partners, and alumni in becoming ELO partners for advisory boards.

The motto of Queens College (Queens) is Discimus ut Serviamus (‘we learn that we may serve’). The college carries out this mission in notable ways, including efforts through its Service Learning Office, which provides regular volunteering opportunities for all students as well as faculty and staff. Examples of this office’s work include the organization of the Midnight Run, during which student athletes distribute donated food, clothing, and toiletries to the homeless around New York, and service trips like expeditions to the Rockaways where students help repair lasting damage from Hurricane Sandy. Additionally, broadening local community connections and service through experiential learning is noted in the college’s 2015-2019 Strategic Plan as one of 12 strategic outcomes.

John Jay College of Criminal Justice (John Jay) was founded in 1964 as a liberal arts college serving in-service police officers, and was committed to the idea that college-educated police officers would be more effective in carrying out their law enforcement responsibilities. Today, with the broader mission of “educating for justice”, John Jay students are selected for internships and fellowships in a wide variety of non-profit and public sector agencies and continue this tradition of applied learning for the public good.

At the university level, CUNY demonstrated its commitment to service learning by creating the CUNY Service Corps in the wake of Hurricane Sandy. This multi-million dollar investment allows 850 CUNY students to participate in an intensive paid service learning program that benefits 136 participating agencies while enhancing the academic programs of students and often leading to career opportunities for them.
In order to better understand ELO as they are currently available to CUNY students, and in order to gather substantive feedback on specific questions raised by the state law, the task force administered a survey of all CUNY colleges enrolling undergraduate students in September 2015. This was an important preliminary step toward developing a baseline understanding of the important work presently underway across the university. The survey was designed to collect information about numbers of students participating in a range of types of experiential learning activities and to provide other valuable feedback to help shape the university plan.

The quantitative section of the survey asked colleges to count the number of students who participated in each category of ELO during the 2014-2015 academic years. To collect this information, the task force identified 11 categories of ELO: internships, co-operative education, service learning/community service, clinical preparation/practicum, research/field study, campus- or university-based work and/or leadership, civic engagement, and international opportunities. These categories, which reflected a review of the literature, were accompanied by intentionally broad definitions so that the survey results could reflect the distinct priorities and strengths of the CUNY colleges and the wide spectrum of students they serve. The data gathered through the survey demonstrated a strong need for greater clarity regarding these definitions, more consistent tracking of ELO both in the aggregate and for individual students at the college and university levels, and considerations of the infrastructure that would be required both to comply with the state law and to maximize the value of ELO for the university and its students. Responses to the survey and the task force’s interpretation of those responses will inform CUNY’s next steps in this area, as detailed in the next section of the plan (‘‘Data Collection and Reporting’’).

The qualitative section of the survey asked colleges to provide narrative details and anecdotal information about different aspects of ELO detailed in the legislation, including faculty oversight, student engagement, and relationships with industry. The college’s responses to these questions informed the development of this plan, particularly in the last three sections (‘‘Faculty Engagement and Oversight,’’ ‘‘Student Engagement,’’ and ‘‘Sector Engagement’’).
V – DATA COLLECTION AND REPORTING

The task force survey represented the first time in the university’s history that colleges had been asked to collect basic information on the full range of ELO. Information about ELO resides in many different offices, academic departments, and even with individual faculty members who may not have previously been asked to share information about the ELO that they integrate into their classroom curricula, the internships that they help individual students to secure, and their overall views on the role and importance of ELO as part of the undergraduate experience.

Through administration of this survey, the task force learned that experiential learning is not tracked in a uniform way at most CUNY colleges, and there is no institutionalized system for reporting this information at the university level. Conducting an initial survey of ELO across CUNY was thus an important first step in preparing the university to significantly expand access to these opportunities for students, to describe their structure and purpose, and ultimately to determine the extent to which CUNY students participate in these opportunities.

During the course of this initial work, it became clear that CUNY needed to take a more in-depth examination of ways to support such tracking in the future. This more systematic approach would allow the university to better understand the opportunities available to CUNY students and to mark progress toward expanding availability. For this reason, the task force has decided to designate a technical working group to explore models and make recommendations to the Chancellor regarding tracking these activities across the university. This small group, comprised of faculty, university and college-level administrators, and experts in the areas of student registration, information systems and institutional research, will consider both existing and new technologies and databases that could be used to institutionalize tracking. It will also consider key external sources of information and data, such as the National Survey of Student Engagement (NSSE), and ways of better utilizing such resources related to ELO. Working with CUNY’s Office of General Counsel, the technical working group will also consider the legal and liability implications of broadening access to ELO and how best to strengthen protections for students, faculty, and the university itself. Additionally, the working group will consider methods for assessing progress toward increasing ELO offerings at the college level and measuring these as part of the university’s Performance Management Process. Over the course of the next year, this group will consider questions including:

1. What information makes sense for the university to track?
2. What common repository will provide the most efficient and manageable system for collecting this information?
3. What national norms should be integrated into CUNY’s tracking?

The technical working group will be expected to report its finding and recommendations to Chancellor Milliken by December 2016.
VI – FACULTY ENGAGEMENT AND OVERSIGHT

A key expectation of the New York State law on experiential learning is to better understand the nature of faculty involvement in these student opportunities. To do so, the task force asked colleges to describe the role of faculty in offering, overseeing, and assessing ELO. The results of the survey underscored an important point: at every college, CUNY faculty members play a critical role in making experiential learning available and meaningful for students. In fact, many faculty members consider ELO a pivotal part of the student experience at CUNY, and view their own involvement in supporting experiential learning an important component of their work. By way of example, the School of Professional Studies (SPS) noted in its survey response that “seeking opportunities for experiential learning is a priority for every one of the Academic Directors, whether the ELOs are optional or required, formal or informal.” Similarly, the response from New York City College of Technology (CityTech) stated that many faculty members “have come to regard mentoring of undergraduate researchers as an important component of their service and a means to advance their own scholarship.” Guttman Community College (Guttman) described its faculty as “profoundly and intentionally engaged” in promoting ELO, and in fact, “an experiential approach to instruction is one of the criteria looked for by search committees in candidate teaching demonstrations.”

The faculty supports ELO in many ways, for example, by developing coursework and programming that connect theory and practice and incorporate reflection. Those teaching in fields such as political science, urban policy, law, and social work create opportunities for students to engage in community activism, empowering them to understand how government and community-based agencies operate. Science faculty integrates research experiences into its course assignments, involves students in its own research, and uses its professional networks to place students in internships and fieldwork. Faculty members from all fields participate in interdisciplinary committees and collaborate with administrators in career services and other areas to design and promote ELO for students.

The survey responses to questions regarding the role of faculty underscore the importance of this dimension of experiential and applied learning, namely that these experiences are part of the student’s program of study and therefore faculty can play a critical role. The response from Brooklyn College (Brooklyn) captures the role of faculty in developing the integral relationship between curricular and extra-curricular activities: “as curriculum is created by the faculty, faculty is involved organically in this process particularly from the course-work vantage point.”

Exemplary Models of Faculty Engagement

The following highlights several examples demonstrating the active role that CUNY faculty play in supporting high impact applied learning for students.

- **Faculty provides students with hands-on training and opportunities to practice skills in real-world settings.** At Kingsborough Community College (Kingsborough), the Foreign Language Department faculty requires students to visit a restaurant where the cuisine is native to the language
being studied, to order in that language, and journal about the experience. In CityTech’s Hospitality Management Department, the faculty oversees students running an entire dining experience, from front-of-house to cooking in the kitchen labs. At LaGuardia, the faculty works with companies based at the NY Designs incubator to create internship opportunities for students in the Industrial Design Technology and Computer Science & Technology programs. At several CUNY colleges, including CityTech, the College of Staten Island (CSI) and York College (York) the faculty works every year with the federal VITA Tax Assistance Program to train students to provide citizens and organizations with tax advice.

- Faculty builds experiential learning into academic instruction and collaborates with community-based organizations and government agencies to help students gain related volunteer and work experience. For a John Jay course entitled “Housing and Community Problem Solving,” a faculty member organizes internships for students with various housing-related agencies, and students develop action-based research projects related to their internship experiences. At Queens College (Queens), faculty designed an Urban Studies Service Learning Program to foster ongoing and mutually beneficial relationships between students, faculty, and community partners.

- Faculty develops research-focused coursework that allows students to explore research methods, understand standard protocols of scholarship and academia, and gain experience with scholarship submissions and conference presentation processes. A Guttman faculty member’s course, “Introduction to Urban Planning and Policy,” has students investigating privately-owned “public” spaces by performing survey research, creating a GIS map, and engaging with the Human Subjects Certification process and IRB protocol. Queens faculty is at the helm of pioneering research-inclusive courses, such as “Environmental Problem Solving”, where in fall 2014 students designed a rainwater harvesting and runoff-mitigation system in a retrofitted campus parking garage, winning second place in the U.S. Environmental Protection Agency’s Campus RainWorks Challenge.

- Faculty collaborates with students on scholarly research and supports students to present their own research in public forums. Hunter College (Hunter) has 12 National Institutes of Health/National Science Foundation training grants that support, pay, and enrich opportunities for students to participate in faculty research projects. At Borough of Manhattan Community College (BMCC), 50 full-time faculty members are directly involved in undergraduate research through an apprenticeship model. The Macaulay Honors College (Macaulay) Research Assistantship Program matches CUNY faculty members pursuing original research in their various disciplines with students who are eager to learn more about a given intellectual field of inquiry. York’s annual Undergraduate Research Day features over 250 student presentations in the sciences and social sciences. Likewise, CSI holds an
annual Undergraduate Conference on Research, Scholarship and Performance, highlighting scholarly and creative projects by students majoring in all disciplines and showcasing academic excellence through student-faculty collaboration and interaction in all aspects of teaching and learning. Lehman College (Lehman), Bronx Community College (BCC) and Hostos Community College (Hostos) have a collaborative research program called STEM Scholars where students participate in joint research projects under the supervision of Lehman faculty.

- Faculty creates opportunities for students to experience real-world issues in real time, both in New York City and abroad. Kingsborough’s art history faculty has arranged for students to participate in a rally outside of MOMA regarding access to arts education for K-12 students in the city’s public schools, and to speak with Metropolitan Museum officials about their controversial voluntary pay program. Guttman faculty took five students to Ecuador for exploration of the Itapoa Reserve, a highly threatened biodiversity hotspot situated in the midst of encroaching agricultural industry and multinational deforestation efforts. Faculty at several colleges hosts competitions that encourage students to present their work that delves into case studies and entrepreneurial endeavors, from Baruch College’s Creative Inquiry Day to Queensborough Community College’s Mock Trial and Business Plan competitions.

As is clear from these examples, faculty can play an important role in overseeing and assessing ELO. For this reason, the task force considered processes in place at CUNY colleges for assessing ELO effectiveness, including learning and other outcomes. CUNY faculty uses a range of formal and informal approaches to do this assessment. Frequently, it falls within regular evaluation/review of courses and academic programs, particularly those where ELO are embedded in existing processes for understanding learning and other outcomes. These assessments are often conducted within individual academic departments. Surveys and other instruments are used to gather information regarding ELO project outcomes, including surveys of employers about student performance in internships, analyzing pass rates for certification exams, tracking student employment, and tracking student retention and graduation rates.

In many cases, colleges report more formal, built-in assessment procedures for course-related internships, practicums, and clinical ELO, as part of which students’ skills, progress, and knowledge are evaluated by instructors and supervisors. Many colleges detail types of assignments or methods used by faculty to gain an understanding of what students have learned, such as reflective journaling, pre- and post-experience surveys, presentations, and e-portfolios.

A few specific examples of note follow. CityTech described its assessment of undergraduate research programs using student surveys of satisfaction, self-assessment of learning gains and program quality, and surveys of faculty mentor satisfaction and assessment of student learning gains and program quality. LaGuardia has an assessment plan for evaluating students for whom ELOs are required for degree completion, specifically in Allied Health and Business and Technology programs. Lehman and Macaulay both use a “Learning Agreement Form” to establish expected learning outcomes and require evaluations by the student and employer. York faculty is “involved with all aspects of building, changing, and adding elements to the curriculum in a cycle of continuous improvement through evidence based assessment and feedback.”
As described earlier, CUNY faculty is deeply engaged in the oversight of all curricular matters, including ELO. This role extended to involvement in methods of assessing ELO. Proper evaluations of student performance, learning outcomes, and quality of experience are then tied to course or program evaluation, which are ideally used by faculty and/or departments to inform changes and improvements.

Based on the colleges’ survey responses and dialogue with faculty governance leaders, the task force has identified the following as areas needing particular focus as the university expands the availability of ELO.

- **Faculty Recognition** - Faculty members consider their involvement with ELO an important component of their teaching, research, and service. Moving forward, it is important to find ways of highlighting and supporting exceptional faculty work in this area, and to identify promising or proven models for replication across at CUNY.

- **Faculty Development** - In order to offer more high-quality experiential learning opportunities, colleges need to expand and enhance faculty development in this area, offering training and support so that faculty may incorporate effective applied learning practices into their teaching. This is particularly true of classroom-based ELO. Expanding the numbers of faculty who are equipped to use innovative and effective in-class teaching models will enable CUNY to expand course offerings that incorporate hands-on learning and real-world skills application.

To engage faculty moving forward, the university will take the following steps to support faculty involvement in promoting and enhancing experiential learning opportunities:

- **Classroom Integration**: The university will work with its college leaders and faculty to identify coursework-based models of experiential learning that have potential to be scaled to serve more students. These may include “flipped classroom” models, classroom-linked research opportunities, and courses that integrate and leverage New York City sites and experiences.

- **Annual Symposium**: The university will hold an annual symposium at which CUNY practitioners of ELO will gather to present their work and share outcomes and ideas for collaboration. The first symposium was planned by and hosted at Guttman in May 2016. More than 100 faculty and administrators from 19 CUNY colleges attended; many presented on their work related to ELO, showcasing examples of pedagogical practices, service learning models, strategies for engaging industry partners, and more. This type of peer exchange and faculty focus will accelerate the growth of ELO opportunities across CUNY.

- **Communication**: The university will launch a communications campaign that highlights the work of CUNY and its colleges around applied learning, promotes best practices, demonstrates opportunities for potential employers and donors to create new internship and fellowship opportunities for CUNY students, and demonstrates the centrality of this type of learning to a CUNY education.
In an effort to understand student engagement regarding ELO, the task force asked the CUNY colleges to describe current practices in this area. The colleges share information about ELO with students through a wide range of channels, including advisement sessions, class visits, and organized recruiting events to websites, email, social media, and digital bulletin boards, as well as many other face-to-face and virtual tools for reaching the campus community. Some colleges have dedicated databases that aggregate internship listings or other opportunities.

At most colleges, several different academic and administrative offices—as well as individual faculty members—have a hand in organizing and making available various types of ELO, so students typically receive information from a variety of sources. Only a few colleges have a dedicated office, and fewer still have established official processes for aggregating and sharing information about these opportunities in a cohesive way. However, some are making efforts to convene committees from around the college to help move toward more coordinated practices.

**Exemplary Models of Student Engagement**

Below is a selection of examples of how information about ELO reaches CUNY students.

- **Several CUNY colleges have dedicated personnel responsible for centralizing ELO efforts on campus.** LaGuardia’s experiential learning manager engages partner organizations, assesses the nature of the ELO, and identifies the appropriate academic programs and student groups at LaGuardia to target related communications. BMCC recently appointed a director of its newly-created Office of Internships and Experiential Learning, and also has an Office of Research. Kingsborough has a Center for Civic Engagement, which encompasses all areas of ELO, as defined by the college’s civic engagement graduation requirement. These examples offer worthy models for creating dialogue among and across departments and unifying administrative functions.

- **At many colleges, dedicated career centers play a key role in promoting ELO to students.** These centers—including Brooklyn’s Magner Career Center, CSI’s Career and Scholarship Center, City College’s Career and Professional Development Institute, Medgar Evers College’s Career Management Office, and Baruch College’s STARR Career Development Center, among others, provide students and faculty with information about a wide variety of ELO, with an emphasis on career-oriented activities. Each provides a range of services, including maintaining websites, events calendars, and databases,
distributing emails and newsletters, hosting networking events and informational workshops, and providing one-on-one advising. While there is no true “one-stop shopping” model for ELO promotion at CUNY, these centers create important links between students, academic departments, administration, and employers/industry contacts, and serve as repositories for information that makes it easier for students, faculty, and advisors to learn about and pursue ELO.

- **Most colleges have multiple offices and departments that serve as repositories/vehicles for information about ELO.** Given the varied scope of ELO available at every CUNY college, many colleges report more decentralized approaches to promoting ELO—for example, information about research opportunities or experiential courses may come from a provost’s office or academic department, while details about international opportunities usually reside with study abroad offices. Student affairs offices are likely to maintain and share opportunities for civic engagement and service projects, and internships may be within the purview of career services. At most colleges, these two areas—career services and student affairs—are the most deeply involved in college-wide engagement around ELO. Some colleges – including Bronx, LaGuardia, Queensborough, and SPS – have convened ELO committees consisting of representatives from across the college to encourage greater collaboration and sharing of information.

- **Guttman Community College as a model of high-impact, evidence-based experiential education supported by campus-wide infrastructure.** Guttman embeds experiential learning throughout each student’s entire program of study. This engagement starts at the beginning of college, when all students participate in a Summer Bridge program, in which they conduct faculty-supervised projects in neighborhoods throughout the city, and which ends prior to graduation with an experiential capstone project. In between, students have ongoing curricular and co-curricular opportunities in which they interact with New York City and its industries. This model is supported by specific offices, initiatives, and programs such as “Community Days” and “Student Success Advocates.” The college’s Office of Partnerships and Community Engagement bridges Guttman’s curriculum, city agencies, and local organizations. Applied global learning and engagement is facilitated through Global Guttman, a program directed by a faculty member. Additionally, the college faculty has its own point person on experiential learning to advise her peers, and offers professional development in this area every year. In these ways, Guttman demonstrates one model of comprehensive and cohesive student engagement in experiential learning that is inextricably linked to the academic experience.

- **A number of CUNY colleges have database systems that help identify and connect students with appropriate ELO.** Some of these systems are searchable, with filters to help students or advisers to find opportunities based on certain criteria or qualifications. Macaulay uses the cluster system man-
agement CSM tool powered by the Symplicity online database software's experiential learning module to provide students with information regarding internships, full-time, part-time, volunteer, and fellowship opportunities. Queens is in the process of developing an internal inventory of ELO that will be turned into a public-facing web-based database of experiential learning courses, organizations, and related opportunities. Hunter has a web-based platform for coordinating Science, Technology, Engineering and Math (STEM)-related ELO, developed with funding from the National Science Foundation, and plans to develop a centralized webpage for other types of ELO as well. Guttman students access information about events and activities through the GEMS (Guttman Events Management System) Calendar which is available online and has all college-sponsored program information. By providing students with direct access to listings, and/or advisers with consistent and centralized information, these databases are allowing greater collaboration and more seamless connections between students and available ELO.

During the course of its work, the task force identified some important challenges regarding student engagement.

- **Wide variation in organizational infrastructure and systematic communications** – The task force identified a number of different approaches to experiential learning on the CUNY campuses, particularly concerning personnel and integrated systems for sharing information about ELO. On some campuses, the goal of promoting applied learning opportunities is central to the mission and operations of the college; in others, the efforts are more diffuse. On some campuses, the coordination of these activities is overseen by a single committee or administrative office, while on others the programs are more decentralized. As was noted above, the systems for gathering data also vary widely across campuses. This level of variation reflects the diversity and strengths of CUNY, but also makes an accurate assessment of the challenges to meeting the goal of increasing the availability of ELO opportunities to CUNY students more difficult.

- **Addressing the full range of CUNY students** - Many CUNY students have jobs and/or family responsibilities that make it challenging for them to take on internships or academic or co-curricular commitments beyond their regular course load. During the task force's deliberations it was raised that some forms of ELO are less accessible to these populations.

For many students, experiential learning is already an integral part of a CUNY education, but there is a need to more clearly articulate its value and to enhance the delivery of information about available opportunities. In order to engage more students, CUNY will take the following steps:

- **Communications Campaign**: To make experiential learning a prominent part of the discourse about the value of a CUNY education, CUNY will launch a university-wide communications campaign focused on “Getting more out of your CUNY degree.” The campaign will aim to establish “experiential learning” in the minds of every CUNY student as a desirable way to acquire marketable skills and engage with the city and industry—something that every student will know about and be encouraged to seek out and find time for in the course of a CUNY college career.
• **Nontraditional Students:** To engage students whose access to ELO is limited by their responsibilities outside of their academic lives, CUNY will consider ways of diversifying its available ELO, such as through expanding course offerings with strong ELO components or creating more online programming that meets ELO criteria.

• **Intersession Programming:** To help eliminate constraints that prevent students from partaking in ELO during semesters, CUNY will explore more creative and flexible ways of offering high impact programming outside of the regular academic calendar. This may include short-term, for-credit study abroad opportunities during the January intersession and summer session courses with hands-on research or service components.

• **Best Practices in Promotion:** To help colleges improve channels for sharing information and raising awareness about available ELO, CUNY will provide opportunities for discussion and collaboration. These may include:
  
  * Holding a session at the annual ELO Conference during which colleges with the most advanced systems/campus-wide integration present.
  
  * Convening college personnel and faculty for workshops and/or small-group working sessions in which colleges with similar populations/challenges can share ideas and practices.

• **Student Engagement Surveys:** Both CUNY’s university-wide student engagement survey and the widely utilized National Survey of Student Engagement (NSSE) are important tools for better understanding the impact and value of ELO. This year, for the first time, the central Office of Institutional Research and Assessment at CUNY will ask specific questions of students regarding their participation in ELO. This information will inform the communications campaign noted above.

• **Maximizing Use of Existing Structures:** To ensure that more students with varying circumstances can take advantage of ELO, CUNY will identify the costs of existing co-curricular structures that may be adapted to meet ELO criteria and advance the goal of making experiential learning opportunities available to a greater percentage of CUNY students. For example, CUNY will undertake a closer examination of the effectiveness of investments in work study allocations to students on financial aid, study abroad opportunities through Scholarships for Travel Opportunities for CUNY Students (STOCS), service learning through the CUNY Service Corps, and federally funded undergraduate research programs across the university. The task force concluded that CUNY could rapidly expand ELO programs by first investing in existing infrastructures that are working well on CUNY campuses.

• **Building the ELO Capacity on CUNY Campuses and at the Central Office:** Through its survey, the task force has identified a wide variety of approaches to ELO on CUNY campuses. This variation reflects differences in the missions, histories and cultures of the CUNY colleges. To advance the goal of expanding ELO, the university will undertake a deeper examination of these institutional strategies and develop a university-wide plan to provide financial support that builds on successful initiatives. The CUNY Coordinated Undergraduate Education program (CUE) can serve as a model for its success in promoting innovation and encouraging a diversity of campus-specific strategies toward a common goal. At the same time, the central office, as with CUE, can and should play a role in coordinating and overseeing this university-wide initiative. Achieving this goal for ELO will necessarily require new funding.
CUNY’s mission states that the university “must remain responsive to the needs of its urban setting.” Preparing students to serve the city both now and in the future is a key component of that mission, and one that requires ongoing relationships with industry leaders and on-the-ground practitioners in the public and private sectors. CUNY must understand the evolving strengths and weaknesses of the city’s workforce, and adapt its academic programs and co-curricular offerings to produce graduates who are ready to step in front of classrooms, design buildings, manage businesses, heal patients, and run for office. Across the university, faculty and administrators are working intentionally to improve student learning and advance the interests of New York City.

CUNY and its colleges have myriad types of and forums for sector engagement across New York City, working with every single industry and all kinds of employers, from start-ups to multinational corporations. Individual colleges tend to focus on their particular fields of strength and develop long-term relationships with key employers, in many cases with those employers participating in various aspects of college life, hosting interns, visiting classrooms and even joining college foundation boards. Sector engagement also happens at the university level, focused on those industries whose scale and scope in New York City is so great that industry engagement requires a more centralized structure and effort on the part of CUNY, such as in healthcare and education.

Exemplary Models of Sector Engagement

Responses to the ELO survey indicate that CUNY colleges approach sector engagement and industry relations from a variety of angles that combine career services, community relations, and academic programs.

• Several colleges have dedicated offices focused on sector engagement of a range of types. A number of CUNY colleges have dedicated offices that spearhead efforts to engage with potential employers, such as SPS’s Foundation Board, CityTech’s new Professional Development Center, Guttman’s Office of Partnership and Community Engagement, John Jay’s Office of Community Outreach and Service Learning, and Baruch’s STARR Career Development Center. These offices connect students and faculty with industry through career-aligned workshops, networking sessions, career fairs, and generally by cultivating relationships with industry leaders and organizations. Other CUNY colleges engage with employers through multiple channels and the collaboration of different campus offices including academic departments, alumni affairs offices, and study abroad offices. The development office at Queens holds “Professionals On Campus” and “Professionals Off Campus” nights where alumni share their post-graduation experiences with current students. CityTech’s public relations department helps the Professional Development Center foster relationships with industry.
- **The majority of colleges utilize advisory boards in some capacity.** Many are on a program or department level; some are convened by a specific unit or center within the school. At City College, each academic department has its own advisory council composed of practicing industry professionals, educators, students, and other interested parties, all of whom play a critical role in assessing effective curricula. Medgar Evers is in the process of developing a plan to engage an advisory council as a means of seeking feedback from employers to most effectively structure ELO for students.

- **Faculty play an important role in sector relations.** Queens has a Faculty Internship Committee that meets at least once per semester to discuss current issues related to internships. John Jay hosts “community of practice” breakfasts where faculty can hear from and connect with potential employers to inform curriculum and build relationships/foster internship opportunities. Several schools acknowledged partnerships with industry intermediaries and funders that help support and facilitate these efforts – for example, Campus Compact at Guttman and the Mayor’s Tech Talent Pipeline program at Queens.

**Central office-supported multi-college initiatives play a key role.** CUNY has a number of examples of sector engagement initiatives supporting ELO in different industries. A partnership between the education departments of five senior colleges and CUNY’s New York Early Childhood Professional Development Institute is producing a few hundred highly qualified pre-kindergarten teachers for the universal Pre-K effort. The CUNY Service Corps supports over 800 CUNY students from eight colleges to undertake paid civic-oriented projects in 134 nonprofits and government agencies across New York City. Not only do the organizations get highly motivated, well-trained and well-supported students to help them carry out their missions, but the Service Corps offers support that allows the organizations themselves to build their own internal capacity to support ELO – for example, through training supervisors of students. More recently, CUNY has used private foundation grants to launch a university-wide CUNY Tech Consortium in which colleges are collaborating to develop curricula and expand ELO for students in that industry.

The task force identified the following challenges regarding effective sector engagement:

- **Employers can find CUNY complex to navigate.** The same multitude of departments and offices managing ELO throughout CUNY that make it complex to engage students effectively can also serve as a barrier to sector engagement, as employers and other partners sometimes struggle to figure out where to go within CUNY. Information and expertise is not always shared across departments and offices in ways that facilitate and ease access to students for employers and other partners that want to work with the university and its colleges.
• Different sectors require different methods and modes of engagement. Employment patterns, hiring practices, and skill needs among employers vary greatly, as does the rate at which those practices and needs evolve. Figuring out how to most effectively engage with specific industries is a labor-intensive enterprise, requiring both significant up-front effort and ongoing relationship management.

• Faculty engagement. The faculty of CUNY represents an under-valued resource in terms of developing new applied learning opportunities for CUNY students. For some faculty, this type of engagement comes quite naturally; for others, success in this regard will require guidance and support.

In response to these challenges, CUNY will take the following steps to strengthen sector engagement, all with the goal of significantly increasing the numbers of ELO for CUNY students, and ensuring both the quality of those experiences for students and the alignment of the experiences’ learning objectives with sector partner needs.

• A “front door” for partners: While individual CUNY colleges will continue their work with individual employers in their industries of focus, the university itself will aim to support and build upon these relationships by offering an accessible and responsive point of entry to those employers and industry organizations wishing to work with the university community more broadly, or to have access to talented students from across the CUNY colleges.

• Sector-specific engagement strategies: The most effective methods and forums for engaging with employers vary greatly by sector. To respond to this, CUNY and its colleges have developed strategies and infrastructure tailored to meet industry needs in fields such as technology and healthcare. The university will continue to build on and expand these industry-focused efforts, while also identifying particular sectors or career paths where practical work experience and classroom-based learning could be more closely linked. Given that successful transition from college to career is a key outcome of much experiential learning, the university will explore opportunities to create cooperative education programs, in partnership with employers.

• Sector engagement for faculty: As part of its new ELO grant program for faculty members, CUNY will integrate opportunities for faculty members themselves to gain exposure to current practices in their fields of interest, build long-term relationships with practitioners, and think in new and creative ways about how to use ELO to support curriculum alignment with industry needs as those needs evolve.
IX – GRADUATION REQUIREMENT

The state law requiring CUNY and SUNY to expand access to ELO for students specifically requests that the universities “examine the feasibility” of making ELO a requirement for graduation. The task force put this important question out to the university community, both through its survey of the colleges and as part of formal and informal discussions with faculty leaders, students and administrators. The responses to this question were revealing. On the one hand, the task force learned that there is a strong sentiment across the university that ELO are a highly valuable part of the student experience. In fact, many respondents, both at the college level and among faculty, indicated that they aim to incorporate this goal further into their curriculum in due time, with proper planning, faculty engagement, and assessment components. The task force also learned that several individual academic departments and programs already require experiential learning prior to graduation, in fields such as allied health, for example. It is even the case that some colleges within CUNY have made ELO a graduation requirement, or are considering doing so in the future. Yet the overwhelming response received by the task force was not supportive of ELO as a graduation requirement at this time.

A number of reasons were put forward for this position, including:

- **Faculty oversight** – Some respondents stated their view that, on a fundamental level, the decision to institute an ELO graduation requirement is a curricular decision, and therefore fell within the purview of the university faculty. Some also emphasized that such requirements should be decided at the program level. Additionally, the broad implementation of an ELO graduation requirement would have complex implications for faculty workload and related issues.

- **Resource concerns** – Various colleges noted serious reservations about the impact that a graduation requirement could have on their students, faculty, and administrators. Developing and maintaining an infrastructure for tracking and “signing off” on students having met the requirement was perceived as a great challenge.

- **Concerns about timely graduation** – The fact that an ELO requirement could potentially be a barrier to timely graduation was a strong concern on several counts. Many CUNY students work at full or part time jobs while attending college. Imposing a graduation requirement that might interfere with their need to support their families and finance their education might interfere with or impede their overall progress toward graduation. In order to ensure that it not be an additional burden or barrier for students, the ELO would need to be integrated into the overall curriculum, which would in many cases require hard choices regarding what to take out.

As referenced above, many CUNY colleges have ELO requirements within particular departments or majors. Some colleges have requirements that touch all students; Kingsborough requires that all students take two Civic Engagement courses; CSI has the College Life Unit Experience (CLUE) Program, which emphasizes college experiences outside the classroom for incoming freshmen; and LaGuardia has a one-course Urban Studies requirement for all students. LaGuardia also described itself as “concentrating on developing a much greater variety of high-quality ELOs—some required, some optional—but all tightly linked to supporting the achievement of discipline-based learning outcomes.” Many colleges described hands-on learning requirements as required in their health-care related programs. It should also be noted that ELO is in many cases a requirement at the graduate level, particularly for students studying in professional fields such as law, public health, and social work.

After deliberating on this important issue, the task force recommends against making ELO a graduation requirement for all of the reasons noted above and gathered through our survey of CUNY colleges.
Experiential learning can be a pivotal part of a college career, by which students can delve deeper into their coursework, venture into new environments, explore varied interests, and gain practical experiences and marketable skills to help them meet academic and professional goals. Over the past year, the task force uncovered countless examples of how ELO is already a highly valued—and valuable—component of a CUNY education for many students. And at the same time, it is apparent that there is a need for further expansion and innovation in this arena. The opportunity posed by the state law on experiential learning was widely and enthusiastically embraced across the university, as a chance to explore the important work that is already underway and the potential to increase the availability, quality, and scope of ELO at CUNY. From data tracking methods to faculty development offerings, and from student outreach efforts to workforce needs alignment, the work outlined in this plan will set the university on a new and improved path for cultivating a culture where high-impact learning is paramount.

The task force is grateful to Chancellor Milliken and to the governor and legislative leaders for the opportunity to begin a university-wide conversation about ELO, and to lead the development of this plan. CUNY looks forward to its implementation, which will advance ELO efforts at the CUNY colleges and foster broader discussion about this meaningful and evolving element of higher education.
S 2. Section 6206 of the education law is amended by adding a new subdivision 18 to read as follows:

18. Notwithstanding any law, rule or regulation to the contrary, the city university of New York board of trustees shall pass a resolution by June first, two thousand fifteen, to develop a plan to make available to students enrolled in an academic program of the city university of New York beginning in the two thousand sixteen—two thousand seventeen academic year, approved experiential or applied learning activities. Such experiential learning or applied learning activities may include completion of activities related to the students’ program of study, including, but not limited to, service-learning activities completed as part of a course, paid or unpaid internships, faculty-supervised undergraduate projects and activities leading to publication of research in journals or similar publications, production or performance of creative works, and iterative “co-op” partnerships that explicitly link the curricular to a temporary, paid position in industry or the public sector. Such plan, to be completed by June first, two thousand sixteen, shall be developed in consultation with university faculty senate, the university student senate and other stakeholders. Such plan shall define the approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities. Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement. Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.
At CUNY, experiential and applied learning opportunities should be a transformational component of the undergraduate experience. Educational research indicates that high-impact practices that take ideas and concepts beyond the classroom can increase rates of student retention and student engagement, and can be beneficial in shaping their longer-term personal development as critical and creative thinkers. These practices, known at CUNY as Experiential Learning Opportunities (ELO), take many different forms, all of which allow “learners to have direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop individual capacity to contribute to their communities.” (Association for Experiential Education)

Below are CUNY’s categorical definitions of ELO, which are necessarily broad, given the distinct priorities and strengths of its various colleges and the wide spectrum of students they serve.

**Formal Internship - paid:** Academic programs integrating classroom learning and productive work experience in a field related to a student’s academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, education institutions, and employers. Includes remuneration.

**Formal Internship - unpaid:** Academic programs integrating classroom learning and productive work experience in a field related to a student's academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, education institutions, and employers. Does not include remuneration.

**Independent Internship - paid:** An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, give employers the opportunity to guide, and evaluate talent. Includes remuneration. Could be college- or university-sponsored.

**Independent Internship - unpaid:** An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, give employers the opportunity to guide, and evaluate talent. Does not include remuneration. Could be college- or university-sponsored.

**Co-operative Education - paid:** Formally recognized as an academic program integrating classroom learning and productive paid work experiences in a field related to a student’s academic and career goals. Co-op provides students with progressive learning experiences integrating theory and practice and serves as a partnership among students, educational institutions, and employers. This type of education is directly tied to a career and is always paid.
Service Learning/Community Service: Ongoing and sustained volunteerism, service learning, and/or community service performed by students to enrich the learning experience and strengthen communities. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

Clinical Preparation/Practicum: Practicum describes instruction in a supervised clinical/medical, social work or school (student teacher) setting where students have an opportunity to apply the theoretical knowledge they have acquired.

Research/Field Study: Mentored, self-directed work that enables students to make an original, intellectual, or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others. The projects have inquiry, design, investigation, discovery and application.

Campus- or University-Based Work and/or Leadership: Productive work experience that serves the campus community by supporting the academic success of other students, the governance of campus life and student affairs through leadership, or campus operations through specialized skills acquired through formal training and in a paraprofessional capacity.

Civic Engagement: A teaching and learning focus on educating students as citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

International Applied Learning Opportunities: Experiential learning opportunities for matriculated students while abroad, including internships, cooperative education, service learning/community service, clinical preparation/practicum, research/field study, campus- or university-based work and/or leadership, and civic engagement opportunities.
APPENDIX III

CUNY Task Force on Experiential Learning

Working Bibliography

The following is a working list of resources including books, journals, scholarly articles, press coverage, presentations and other content concerning experiential learning. The first section highlights a few sources related to key questions that the task force will address in upcoming meetings this fall.

This list will continue to grow as the task force considers different issues associated with the New York state mandate and the future of experiential learning opportunities at CUNY. Suggestions and additions are welcome.

FEATURED SOURCES FOR UPCOMING TOPICS

1. Best Practices


2. Assessment/Learning Outcomes


3. Reflection


4. Workforce Development


RELEVANT ARTICLES BY CUNY FACULTY

- Amy E. Traver & Zivah Perel Katz, eds. (both QCC), Service-Learning at the American Community College: Theoretical and Empirical Perspectives (on Google Books).
- Sharon Ellerton, Cristina Di Meo, Josephine Pantaleo, Arlene Kemmerer, Mary Bandziukas, & Michael Bradley (all QCC), Academic Service Learning Benefits Diverse, Urban Community College Students (after participating in service learning, community college students report increased confidence in their abilities).
- Andrea S. Salis, Tony Monahan & Daniel Armstrong (all QCC), The Use of Collaborative Assignments to Enhance Experiential Learning in Community College Health Education Courses (higher analytical reasoning scores when experiential learning includes a collaborative assignment).
- Lana Zinger & Alicia Sinclair (both QCC), Using Service Learning as a Method of Transferring Health Knowledge (students reported success in applying the knowledge and skills taught by peer educators).
- Robin Kunstler, Ashleigh Thompson & Erin Croke (Lehman & CUNY Central), Inclusive Recreation for Transition-Age Youth: Promoting Self-Sufficiency, Community Inclusion, and Experiential Learning.
- Debra Abston Greenwood (BMCC), Outcomes of an Academic Service-Learning Project on Four Urban Community Colleges (Questionnaire-based pilot study of CUNY community colleges. Several positive community engagement and academic outcomes, but very few were statistically significant).
- Katherine Stavrianopoulos (John Jay), Changing college student perceptions and participation in organ donation: A classroom and service learning intervention (increased knowledge and enhanced positive attitudes toward organ donation)
Settling for Six: Should the American Bar Association Have Done More to Promote Experiential Learning in Law Schools

Luke Bierman, Lindsey Smith & Patricia Voorhies, Introduction: The Inaugural Symposium on Experiential Education in Law

RELATED ASSOCIATIONS/JOURNALS

Association of American Colleges & Universities

https://www.aacu.org/

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

Publication: Liberal Education

https://www.aacu.org/liberaleducation

- GEMs (General Education Maps and Markers)

http://www.aacu.org/gems

Designed to develop principles through which institutions of higher education can create general education curricula that focus on core proficiencies, intentional educational pathways within and across institutions, and students’ engagement in work that allows assessment of their demonstrated accomplishments in inquiry- and problem-based learning.


- LEAP (Liberal Education & America’s Promise)

http://www.aacu.org/leap

In January 2015, AACU launched the LEAP Challenge, which calls for all college students to pursue their own “signature work,” integrating and applying their learning to complex problems and projects that are important to the student and important to society. Participating institutions include Augustana College (IL), Bates College (ME), Clark University (MA), College of William and Mary (VA), Connecticut College (CT), Elizabethtown College (PA), Nebraska Wesleyan University (NE), and Oberlin College (OH).

- VALUE (Valid Assessment of Learning in Undergraduate Education)

Campus-based assessment initiative sponsored by AAC&U as part of its LEAP initiative. VALUE provides needed tools to assess students’ own authentic work, produced across their diverse learning pathways and institutions, to determine whether and how well they are progressing toward graduation-level achievement in learning outcomes that both employers and faculty consider essential. Integrated Learning Rubric: http://www.aacu.org/sites/default/files/files(VALUE/IntegrativeLearning.pdf)
Association for Authentic, Experiential, and Evidenced-Based Learning
http://www.aaeebl.org
AAEEBL (“able”), the Association for Authentic, Experiential and Evidence-Based Learning, serves as a professional association dedicated to supporting educational leaders committed to educational transformation relevant to 21st century learners. Best-known for promotion of eportfolios as a high impact practice that encourages learners to reflect on their learning and to learn more deeply as a result of their reflection process. ePortfolios encourage learners at every level to use digital repositories to collect, curate and provide evidence of their accomplishments. They serve as an integrative structure that promotes connections and insights among formal educational experiences and life experiences, and therefore learners find value in synthesizing knowledge that is both content- and tacit-based.

Publication: The AAEEBL Learner
http://www.aaeebl.org/?page=tal

Association for Experiential Education
http://www.aee.org/
The Association for Experiential Education (AEE) exists to connect a global community of educators and practitioners and expand their capacity to enrich lives through Experiential Education.

Publication: Journal of Experiential Education
http://www.aee.org/journal

What is Experiential Education?

Community College Survey of Student Engagement (CCSSE)
CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. http://www.ccsse.org/

Council for the Advancement of Standards in Higher Education
Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides that are designed to lead to a host of quality programs and services. CAS aims to foster and enhance student learning, development, and achievement. http://www.cas.edu/

- Statement re the role of Service Learning Programs
  http://standards.cas.edu/getpdf.cfm?PDF=E86EC8E7-9B94-5F5C-9AD22B4FEF375B64
- Statement re the role of Internship Programs
  http://standards.cas.edu/getpdf.cfm?PDF=E86CFB4D-0B9E-4853-6D82720BE0779895
Education Advisory Board
Established in 2007, the Education Advisory Board is a trusted advisor and performance improvement partner to 1,000+ colleges and universities across North America and Europe.

EAB collects disparate and disconnected data sets from hundreds of colleges and universities and applies world-class analytics. EAB works with more than a thousand colleges and universities around the world, from large research universities with global footprints to two-year colleges educating their communities.


National Institute for Learning Outcomes Assessment
http://www.learningoutcomesassessment.org/
Established in 2008, the mission of the National Institute for Learning Outcomes Assessment (NILOA) is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.

Resources: http://www.learningoutcomesassessment.org/NILOAResources.html

National Society for Experiential Education
http://www.nssee.org/
(NSEE) is a nonprofit membership organization composed of educators, businesses, and community leaders. Founded in 1971, NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide.

Publication: Perspectives
http://www.nssee.org/

The New York State Cooperative & Experiential Education Association (NYSCEEA)
http://www.nysceea.org/
The New York State Cooperative & Experiential Education Association (NYSCEEA) exists to promote and support experiential education for college and university students in New York State. We create and support opportunities for higher education professionals and employers working with cooperative and experiential education to network and share best practices. As a team of experts in experiential education, we provide resources and support for colleagues interested in improving the effectiveness of their experiential education programs.

Journal of Applied Learning
https://www.missouriwestern.edu/appliedlearning/journal/
CASE STUDIES AND REPORTS


For Mädchen and Menschen in theprehension dimension, see David A. Kolb, Experiential Learning: Experience as the Source of Learning and Development (2nd Ed. 2014), based primarily on psychological theory.

Donna M. Qualters, ed., Experiential Education: Making the Most of Learning Outside the Classroom, New Directions for Teaching and Learning, Number 124 (2011). (Full text available through Academic Search Complete and other CUNY databases.)


RESOURCES FROM OTHER INSTITUTIONS

1. Sample Definitions/Models

   From SUNY:  
   http://www.suny.edu/applied-learning/

   From Indiana State University-Purdue University Indianapolis:  
   http://due.iupui.edu/center-for-coordinated-initiatives/iupui-rise-program

   From The Center for Teaching and Learning at the University of Georgia:  
   http://www.ctl.uga.edu/pages/experiential-learning

   From Northeastern University  
   http://www.northeastern.edu/experiential-learning/

   From Kent State University, Criteria for Experiential Learning Requirement Course Designation:  

   From the University of Washington's Center for Experiential Learning and Diversity:  
   http://expd.uw.edu/accountability#definitions

   From the University of Texas' Center for Teaching and Learning:  
   http://ctl.utexas.edu/teaching/engagement/experiential-learning/defined

   From the University of Denver's Experiential Learning Center:  
   http://www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatIsExperientialLearning.aspx

   From UC San Diego:  
   http://real.ucsd.edu/students/what-is-applied-learning.html

2. Other Materials

   http://www.uncw.edu/career/documents/beaskillseeker.pdf

   Best Practices in Experiential Education. Ryerson University. Retrieved from  
   http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf

   Experiential Education, Innovation, Assessments the Focus of Third Annual MSUglobal Showcase.  
   (2013). Michigan State University. Retrieved from  


Hands-on learning to become a requirement for University of Georgia undergraduates http://news.uga.edu/releases/article/experiential-learning-uga-2015/

Partnering with Academic Schools and Departments to Support Experiential Education and Career Development. Monmouth University. Retrieved from https://nsee.memberclicks.net/.../azeke%20mercy%20-nsee%20september


New Zero Credit Internships give WSU students more experiential learning options http://www.wichita.edu/thisis/stories/story.asp?si=2667

UWSP to Make Experiential Learning a General Degree Requirement http://www.uwsp.edu/pointeronline/Pages/articles/UWSP-To-Make-Experiential-Learning-a-General-Degree-Requirement.aspx

PRESS


Thinking Outside the Lucite Box: A Case for Experiential Education http://www.huffingtonpost.com/ben-klasky/thinking-outside-the-luci_b_5949884.html

When It Comes to Experiential Learning, One Course at a Time Trumps College Location http://www.huffingtonpost.com/jonathan-m-brand/when-it-comes-to-experien_b_7856358.html

The Professor and the Market: Can higher education build real market-feedback mechanisms? http://www.usnews.com/opinion/economic-intelligence/2014/05/27/building-a-market-for-better-colleges-and-experiential-learning
SEMINAL ARTICLES/THEORY


BOOKS


THE CITY UNIVERSITY OF NEW YORK

City College of New York-1847
Hunter College-1870
Brooklyn College-1930
Queens College-1937
New York City College of Technology-1946
College of Staten Island-1956
Bronx Community College-1957
Queensborough Community College-1958
CUNY Graduate Center-1961
Borough of Manhattan Community College-1963
Kingsborough Community College-1963
John Jay College of Criminal Justice-1964
York College-1966
Baruch College-1968
LaGuardia Community College-1968
Lehman College-1968
Hostos Community College-1970
Medgar Evers College-1970
CUNY School of Law-1983
Macaulay Honors College at CUNY-2001
CUNY Graduate School of Journalism-2006
CUNY School of Professional Studies-2006
CUNY Graduate School of Public Health and Health Policy-2008
Guttman Community College-2011
CUNY School of Medicine-Fall 2016