Tuesday, 9/26/2017 – 60 Minute Session

11:15am - 12:15 pm

ARE ALL EXPERIENCES CREATED EQUAL? AN INTERDISCIPLINARY EVALUATION OF COMMUNITY-BASED LEARNING OPPORTUNITIES
Jody Nicholson, University of North Florida, Jacksonville, FL, Amanda Moscrip, University of North Florida, Jacksonville, FL, Matthew Ohlson, University of North Florida, Jacksonville, FL
The same experience can impact students in different ways. Student engagement in community-based experiences can be influenced by a variety of factors, such as personal student characteristics (personality, age, major) and prior experiences and attitudes on community-engagement. The proposed session will present data collected across disciplines and levels (e.g., freshman honors, senior engineering, upper-level athletic training) across 3 years to support a discussion of how to best tailor experiences to suit our students' individual needs.

11:15am - 12:15 pm

SEMESTER IN THE PARKS: A MODEL FOR PLANNING NEW UNIVERSITY-WIDE EXPERIENTIAL EDUCATION INITIATIVES
Anne Diekema, Southern Utah University, Cedar City, UT, Kelly Goonan, Southern Utah University, Cedar City, UT
In this highly interactive session mimicking the experiential outdoor classroom we will introduce Southern Utah University's Semester in the Parks initiative. During the Fall 2016 semester students spent a semester living, working, and learning at Bryce Canyon National Park. We will take a look at starting a new university-wide experiential education initiative through the lens of NSEE's eight principles of good practice, specifically the principle of intention in relation to partnerships, integrative learning, and reflection.

11:15am - 12:15 pm

EXPERIENTIAL LEARNING IN THE CO-CURRICULAR: WHITE STUDENTS' AWARENESS OF POWER & PRIVILEGE IN ALTERNATIVE BREAK PROGRAMS
Scott Brown, Trinity University
The purpose of this presentation is to share findings from a yearlong study exploring how white student leaders experience race and privilege in critical co-curricular service-learning programs, such as Alternative Break programs. This presentation will also cover implications for practice and serve as a resource for college administrators working with students, faculty, and community members.

11:15am - 12:15 pm

WHERE'S THE WISDOM IN SERVICE-LEARNING?
Robert Shumer, Metropolitan State University
Experiential learning has been a focus of study by NSEE and other organizations for decades. In this session we discuss the wisdom shared by several senior members of the field. We discuss what we've learned and what we need to do in the future.
Schedule of Events and Speaker Abstracts

Tuesday, 9/26/2017 – 60 Minute Session

11:15am - 12:15 pm

**CAMPUS LEARNING GARDENS AND THE LIBERAL ARTS: PROMISE AND PITFALLS**  
Matt Mariola, College of Wooster,  
Campus gardens have grown in popularity on liberal arts campuses and can serve as excellent teaching tools, but they present a unique set of challenges which require good management to avoid failure, including: weed management, labor supply, revenue generation, and costs. I will present evidence of the potential of a learning garden to enhance student learning, then engage the audience in a discussion of best practices for facing some of the challenges identified.

Tuesday, 9/26/2017 – 60 Minute Session

1:30pm-2:30pm

**UNDERSTANDING AND IMPROVING EXPERIENTIAL LEARNING OUTCOMES**  
Jeffrey Coker, Westminster College  
This session brings together three published, interrelated research studies that evaluate students' experiential learning decisions and outcomes across the college experience (n=2,220). What motivates student choices about experiential learning during college? To what extent does doing more experiential learning improve student outcomes? How do the outcomes of depth within one experience compare with breadth across several different types of experiences? This session will offer research-based answers and then invite reflections on implications.

1:30pm-2:30pm

**SAFE SPACE THEATER: AN EXPERIENTIAL APPROACH TO ORIENTATION AND TRAINING**  
Lizbeth James, Barry University  
Participants will engage in innovative mini theater through a series of role-played scenes designed for orientation and training similar to the practice in undergraduate service-learning orientation and co-curricular training. As the name of the experiential learning activity implies, a "safe" environment is created to help participants acquire and apply new knowledge and skills through drama. Planned content is directly tied to learning objectives, with a blend of scripted lines for preparedness and ad-libbing for authenticity.

1:30pm-2:30pm

**TRANSFORMATIVE SERVICE LEARNING FOR GLOBAL CITIZENSHIP: INTEGRATING A BRIDGE YEAR AND THE COLLEGE EXPERIENCE**  
Mindy Nierenberg, Tufts University  
Imagine that prior to freshman year, students work full time in global locations, embedded in one community for nine months addressing a social need. The Tufts 1+4 Program provides this opportunity for accepted students, fully funding those with need. 1+4 Fellows link their passions to meaningful work; develop as global citizens, and maintain a connection to the university. What elements create a transformative experience? Connect to your own experiences, personal and professional and learn from ours.
Tuesday, 9/26/2017– 60 Minute Session

1:30pm-2:30pm

**THE TIMES THEY ARE A CHANGING: PREPARING FIRST-GENERATION, MILLENNIAL AND GENERATION Z STUDENTS FOR HIGH IMPACT INTERNSHIP EXPERIENCES AND POST-COLLEGE SUCCESS.**  
*Paul Kwant, Ferris University College of Business, Lauren Berger, Internqueen, Burkan, CA*

Effectively supporting the needs of First-Generation, Millennial, and Generation Z students can be challenging. This workshop will provide participants with an understanding of enrolled student population changes, and provide effective tools for enhancing student engagement and post-college success. Participants will enjoy interactive group discussion and topics such as: modern resume formatting, interview preparation, and development strategies that are based on student success. Best practices and relevant take away ideas will be provided.

1:30pm-2:30pm

**Creating Significant Capstone Learning Experiences at MTSU**  
*Janet McCormick, Middle Tennessee State University, Odie Blackmon, Middle Tennessee State University, Murfreesboro, TN, Carol Swayze, Middle Tennessee State University, Murfreesboro, TN*

In keeping with the conference theme From Principles to Practice: Experiential Education Innovation in a Changing World, and as graduates of the Experiential Education Academy, the presenters will highlight the connections between NSEE’s Eight Principles of Good Practice for All Experiential Learning Activities and several High-Impact Capstone Learning Experiences at MTSU (Organizational Communication, Commercial Songwriting and the Experiential Learning Scholars Program).

Tuesday, 9/26/2017– 60 Minute Session

2:45pm-3:45pm

**MAPPING EXPERIENTIAL COMPONENTS: EXAMINING EXPERIENTIAL LEARNING ACROSS CURRICULUM**  
*Beth Sheehan, Southern New Hampshire University*

While the intentional design of experiential components in courses is usually given proper attention, how such components map to program level outcomes may be overlooked. This presentation both features a mapping process used to develop an inventory of experiential course components and the extent to which such an inventory contributes to program level outcomes. Findings and implications from this project will highlight the need to monitor the alignment of experiential course components across curriculum.

2:45pm-3:45pm

**SUMMER IMMERSION INTERNSHIPS: A MODEL OF COMMUNITY AND CURRICULAR INNOVATION**  
*Renee Houston, University of Puget Sound, Alana Hentges, University of Puget Sound, Tacoma, WA*

Immersive experiences such as internships can be meaningful sites of career preparation and transformative opportunities for students (Kuh, 2008). Millennial desire to privilege relationships and causes over incomes means that student would like to have more experiences in non-profit organizations (NPOs) that lead them to better understand career possibilities in the third sector.
Yet, because of the need to earn an income over the summer, students may feel pressured to work in low-wage jobs to meet college expenses. Similarly, non-profit organizations often find it challenging to offer paid internships and struggle to manage growing demand for services, achieve goals, and plan and deliver summer programs. We offer an innovative internship model that not only remove barriers for students seeking NPO career preparation but also engages them in a highly collaborative living and learning community. Within this environment, students engage a curriculum that prepares them for working with NPOs and prepares them with highly desirable work-force skills. At the same time, local NPOs gain much needed resources and innovative thinking that undergraduate students offer.

2:45pm-3:45pm

**EXPERIENTIAL LEARNING: BUILDING BLOCKS FOR STUDENT SUCCESS**

*Pamela Derrick, University of Alabama*

This program is designed to create a foundation for the development of experiential learning programs and services. The presenter will outline a blueprint for building a multi-faceted program that involves many student service and academic units. Program participants will be challenged to expand their definition of experiential learning and identify possible campus partners. Teams will “build” a model that demonstrates the elements necessary to replicate similar programs on their own campuses.

2:45pm-3:45pm

**EMBRACING A CHANGING TIDE: EMBRACING EXPERIENTIAL EDUCATION AT NOVA SOUTHEASTERN UNIVERSITY**

*Molly Scanlon, Nova Southeastern University, Teri Williams, Nova Southeastern University, Davie, FL, Martha Snyder, Nova Southeastern University, Davie, FL, Shari Saperstein, Nova Southeastern University, Davie, FL*

In 2015, our university president issued a directive to embed experiential education in the undergraduate curriculum. The Experiential Education & Learning Initiative (EELI) grew from collaborative efforts and campus-wide relationship building. This panel presentation will feature four speakers, each with a diverse and critical role in the process of establishing ExEL at Nova Southeastern University.

2:45pm-3:45pm

**FACILITATING TEACHING WITH HUMOR: TAKING THE HA-HA TO AHA!**

*Linda Ellington, Southern New Hampshire University*

Better comprehension, increased retention of material, and a more engaging learning environment have all been attributed to educational strategies that include humor. Mastery of the subject matter presented in the classroom is essential to the goal of education; however, the *way* that information is presented to the student can impact their learning. Humor, appropriate to the topic, can provide desirable variety in the mode and tone of instruction, help instructors break up a solemn series, set of directions, or lengthy illustrations. Such variation through humor enables learners to return renewed to the ‘meat and potatoes’ of the instructional event.
Tuesday, 9/26/2017— 90 Minute Session

4:00pm-5:30pm

**HOW 64 CAMPUSES ARE USING THE NSEE’S 8 PRINCIPLES TO OFFER QUALITY EXPERIENTIAL EDUCATION TO 600,000 STUDENTS**

*Elise Newkirk-Kotfila, SUNY System Administration*

Come learn how your colleagues are using the NSEE principles! At this round-table discussion, topics will include creating campus and system-level definitions for different types of experiential education, using the NSEE principles for quality assurance and developing and implementing data collection infrastructure. Participants will share their work and questions and to learn how the State University of New York's 64 campuses are using the principles of good practice to ensure quality in all experiential education offerings.

4:00pm-5:30pm

**BUILDING PARTNERSHIPS FOR SUCCESSFUL INTERNSHIPS**

*Alan Grose, The Washington Center for Internships & Academic Seminars*

Quality internships require that colleges and universities partner strategically with internship host organizations in order to facilitate learning. This session will explore the intersection of best practices in partnering with internship hosts and assessment of the student learning outcomes associated with such authentic learning experiences. Participants will leave this session able to describe a framework for the assessment of integrative learning and key opportunities to partner with internship hosts for promoting integrative learning.

4:00pm-5:30pm

**TOOLS OF ENGAGEMENT FOR THE LEARNING EPORTFOLIO**

*Jennifer Rivera, Michigan State University, Karla Loeick, Michigan State University, Lansing, MI*

A new high-impact practice is the learning ePortfolio. However, what can you do if documented evidence in student ePortfolios does not capture what students are experiencing in the learning cycle? This workshop will focus on a series of on-line modules that were developed for students called Tools of Learning (TOL). TOL was developed to address some of the overarching problems students face when beginning to use an ePortfolio to document their learning experiences.

**Tuesday, 9/26/2017— 90 Minute Roundtable (3 - 25min. Presentations)**

4:00pm-5:30pm

**PARTNERS FOR SUCCESS: A STUDENT MENTORING PROGRAM FOR HUMANITIES AND FINE ARTS RETENTION**

*Gina Claywell, Murray State University*

This presentation will describe a new Student Mentoring Program designed to increase retention of first-year students in a College of Humanities and Fine Arts at a four-year regional university. The presentation will include why and how the program was developed, including internal grant funding, student mentor hiring, and securing student involvement. The presentation will address how the program benefits both students and mentors, and it will propose future directions appropriate for the program.
CO-OP AND INTERNSHIP REFLECTION; HOW IMPROVING VERBAL AND WRITTEN COMMUNICATION ENABLES PERSONAL LEARNING FOR STUDENTS
Kathryn Jordan, Virginia Tech
Participants will work through and discuss a series of reflection activities that are currently used with small groups of students at Virginia Tech in Career and Professional Development. Faculty advisors help them think about what they learned while out working in a co-op or internship experience. This engaged learning strategy with “hands on” activities helps facilitates a clearer understanding of how each experience becomes a stepping stone to next career options; enhanced confidence in communicating to others about the experience; as well as a deeper understanding of themselves.

INNOVATIONS IN EXPERIENTIAL LEARNING CURRICULA - EARLY ENGAGEMENT AND PREPARATION TO DEVELOP THE "RIGHT" HABITS AND INTENTIONAL LEARNING
Eric Hall, Endicott College, Cherie Lynch, Endicott College, Beverly, MA, Marie Wilson, Endicott College, Beverly, MA
Endicott’s innovative academic internship program requires all students to complete three internships prior to graduation. This session will explore Endicott’s required first and second-year internships highlighting coursework and a multi-pronged, collaborative approach that fosters self-awareness and professional skill development from day one. Student data on post-graduation outcomes, career readiness/planning, on-time graduation, as well as programmatic challenges will be featured. Participants will discuss implementation strategies and examples of early experiential learning at their institutions.

THE INTERNSHIP RELAY: FACILITATING A GOLD MEDAL EXPERIENCE
Sarah Whitaker, Michigan State University, Victoria Morris, Michigan State University, Lansing, MI
An internship is much more than just an individual student's experience, the life cycle of an internship requires joint effort and a series of handoffs among students, employers, and faculty from the starting block to the finish line. We'll examine the unique challenges faced by these stakeholders, and methods for effective collaboration resulting in high-quality experiences for all. Attendees will learn strategies for managing relationships and guiding student learning and development, thereby facilitating impactful, lasting partnerships.

GETTING THINGS DONE WITH DOTTED LINES: STRATEGIES AND PARTNERSHIPS FOR ENHANCING EXPERIENTIAL EDUCATION AT YOUR INSTITUTION
Emily Carpenter, Nazareth College, Rachel Bailey Jones, Nazareth College, Rochester, NY, Nuala Boyle, Nazareth College, Rochester, NY
To integrate experiential education across an institution, an “all hands on deck” approach encourages buy-in and maximized resources. However, without clarification of roles, it can also create toe-stepping, duplication, and a generally chaotic ship! In this roundtable, Nazareth College will share how they’ve found ways to both share the load and steer the ship through strategic partnerships with the core curriculum, academic units, advancement, alumni relations,
enrollment, institutional research, marketing, and student development.

4:00pm-5:30pm

**FROM ZERO TO SIXTY**

Sarah Davenport, University of North Texas at Dallas, Constance Lacy, University of North Texas at Dallas, Dallas, TX

This presentation is on how our university incorporated high impact experiential learning on campus through strategic planning and cross campus support. Methods will be shared on how we have engaged students, attracted community partners, recruited faculty, and integrated experiential activities on campus. Assessment measures and recognition components will also be discussed. Learn how a small but growing public university works to meet the needs of the students and surrounding community in this interactive session.

4:00pm-5:30pm

**LEARNING, INNOVATION, AND ENTREPRENEURSHIP: A FIRST YEAR EXPERIENCE**

Speros Margetis, The University of Tampa, Isabelle Smith, The University of Tampa, Tampa, FL, Kevin Moore, The University of Tampa, Tampa, FL

Learning, Innovation, and Entrepreneurship is a two semester class that students take in their first year at The University of Tampa. The class applies the eight principles of good practice for experiential learning. All the students in the class pitch their business ideas and the class forms into groups around the most promising ideas. At the end of the semester the student groups present their business ideas to investors. The investors provide funding and define milestones to be achieved in the next semester. The students continue the learning journey in the second semester by using the funding to reach various milestones leading to the launching of their business. The students are asked to write a reflection paper about the entrepreneurial journey and what they learned about themselves in the process.

4:00pm-5:30pm

**MODELS FOR CAMPUS AND COMMUNITY PARTNERSHIPS IN EXPERIENTIAL LEARNING**

Jacob Tingle, Trinity University, Erin Hood, Trinity University, San Antonio, TX

Experiential learning takes a village. Who are your neighbors? Join us for an overview of three experiential learning programs at Trinity University and the types of partnerships that make them possible. A discussion of partnership models and types will lead to an exercise for determining potential resources in your campus and in your community.

**Wednesday, 9/27/2017 – 90 Minute Session**

8:30am-10:00am

**CULTIVATING THE SOIL FOR EXPERIENTIAL EDUCATION**

Leilani Nautu, Southern Utah University

Stop “pushing” your students to appreciate learning, rather let integrative and engaged strategies “pull” them in!!! The School of Integrative and Engaged Learning (SIEL) at Southern Utah University would like to invite faculty/staff to rethink how they prepare students for their experiential education opportunities. During this session, participants will be involved in active learning, and will leave with integrative and engaged learning strategies that will prepare students for their Experiential Education experiences.
8:30am-10:00am

MAKING SERVICE-LEARNING REFLECTION RELEVANT IN STEM COURSES: IT'S NOT JUST ‘WARM AND FUZZY’ STUFF
Kimberly Pause Tucker, Stevenson University - Owings Mills North Campus, Christine Ellis Moran, Stevenson University, Stevenson, MD

As STEM faculty are increasingly integrating service-learning into their courses, finding resources about relevant reflection activities is still challenging. In this interactive session, we will present examples of effective service-learning STEM courses, including the appropriate reflection components. Participants will learn various reflection strategies and engage in an array of reflection activities which can be implemented in STEM service-learning courses. Time will be provided for participants to plan their own reflection activities for their specific course(s).

8:30am-10:00am

STUDENTS AT RISK FOR INTERNSHIP NON-COMPLETION: STRATEGIES FOR INTERNSHIP DIRECTORS AND SUPERVISORS
Jennifer Dobbs-Oates, Purdue University, Natasha Watkins, Purdue University, West Lafayette, IN

Increasingly, internships are becoming required components of academic degree programs. Opportunities for students to engage in high-impact learning in real world settings make internships particularly attractive. Yet, opportunity for all may not lead to outcomes for all. For some students, personal circumstances (e.g., mental health, academic struggles, family demands) may compromise successful internship completion. This workshop will explore how internship programs can identify as well as develop strategies to support students at-risk for internship non-completion.

Wednesday, 9/27/2017 – 90 Minute Roundtable (3 - 25min. Presentations)

8:30am-10:00am

STRIKING A BALANCE: RAISING STANDARDS AND SUPPORTING DEVELOPMENT OF FACULTY-LED STUDY ABROAD PROGRAMS
Dawn Johnston, University of Calgary

This roundtable invites new and experienced faculty and administrators to share smart practices in supporting faculty development of short term travel study programs, which make international experiences more accessible to students, and allow academic units to ensure intellectual rigor, alignment with institutional priorities, and relevance to disciplines. Department chairs, however, sometimes feel ill-equipped to evaluate the unique learning activities and assessments of both new and longstanding programs. This session will discuss both challenges and opportunities.

8:30am-10:00am

TECHNOLOGY & INNOVATION: USING ONLINE EXPERIENTIAL LEARNING TO PREPARE STUDENTS FOR CAREER SUCCESS
Jasmine Darnell, Pepperdine University, Malibu, CA, Lani Fraizer, Pepperdine University, Malibu, CA

This presentation seeks to resolve the following problem: Colleges and universities have left employers concerned about their ability to provide online students with real-world experience for practical workforce application. As online learning becomes more prevalent in higher education, students are challenged in their ability to engage in workforce preparation opportunities. Therefore, this presentation introduces a co-curricular program, which provides students with
access to engage in such opportunities through online experiential learning.

8:30am-10:00am

MOU’S: WHAT WORKS FOR YOU?
Luanne Lewis, Northeastern State University, Center for Teaching and Learning, Chad McLane, Northeastern State University, Broken Arrow, OK

Although a Memorandum of Understanding (MOU) is essential to Experiential Education, providing an MOU that is appropriate in all partnerships and learning sites is a challenge. This roundtable will provide an opportunity to share successes and challenges as we model best practices in Experiential Education at our institutions. Join us to increase awareness, brainstorm, and develop a network among participants.

8:30am-10:00am

EXCEEDING SELF-PERCEPTIONS: ENGAGING A GROWTH MINDSET IN EXPERIENTIAL EDUCATION
David Bergen, High Point University

Students are often negatively impacted by their own limiting self-perceptions of success in seeking and communicating with practicum and internship hosts. This undesirable impact is reflected in student rhetoric and behavior, and in final experiential education outcomes. The intent of this presentation will be to share a growth mindset approach to enabling students to exceed expectations and achieve more ambitious and aspirational practicum and internship learning outcomes.

8:30am-10:00am

MAXIMIZING LEARNING WITH A CAMPUS FOOD PANTRY
Edwin Blanton, Texas A&M University-San Antonio

Starting a campus food pantry is an excellent strategy for assisting students who are food-insecure. However, just as important are the service-learning and internship opportunities a campus food pantry can provide. This roundtable discussion will explore the establishment of a campus food pantry on a campus that has a high percentage of students with food insecurity. The intentional weaving of service-learning and internship best practices into this initiative will be discussed.

8:30am-10:00am

SHORT-TERM, HIGH-IMPACT: 'CITYTREKS' AS AN EXCITING CROSS-CAMPUS COLLABORATION IN ALUMNI ENGAGEMENT AND STUDENT PROFESSIONAL DEVELOPMENT

NSSE’s Eight Principles of Good Practice have guided the creation of short-term, high-impact professional development ‘CityTrek’ programs at The College of Wooster which effectively incorporate experiential learning and alumni engagement. The presenters will discuss how the model has strengthened collaboration between the offices of alumni relations, experiential learning, and career planning, and how the increased attention to learning goals has served as a hook to partner with academic departments.
Wednesday, 9/27/2017 – 90 Minute Roundtable (3 - 25min. Presentations)

8:30am-10:00am

**USING THE EIGHT PRINCIPLES OF GOOD PRACTICE TO PROMOTE LIFELONG LEARNING THROUGH THE STUDY OF THEATRE IN LONDON**  
*John Branin, Southern Utah University*

Now in its seventh year, the Southern Utah University’s Theatre in London program is a short-term, faculty-led study abroad that brings into practice NSEE’s Eight Principles for All Experiential Learning Activities. Each of the principles is intentionally applied to the design of the program; including all before, during, and post trip exercises. Theatre in London is open to all students regardless of their academic discipline. The program's ELOs are centered on the promotion of lifelong learning by teaching appreciation of live theatre from the perspective of being a well-educated audience member. By doing so, it affords a richer and deeper understanding of the art form and equips participants to more fully enjoy live theatre for the rest of their lives. Come get a look at how each of the eight principles is applied to the program?’s preparation, activities, and learning exercises.

8:30am-10:00am

**EXPERIENTIAL LEARNING: PREPARING STUDENTS FOR LIFE AFTER COLLEGE**  
*Jon Boroshok, Southern New Hampshire University*

Ways to incorporate experiential learning through business/nonprofit community partnerships. Discuss the "howto" of successes, overcoming challenges, engaging students, and initial outreach. Address how students can market their experiences to potential employers. Presentation of actual projects, followed by informal, candid discussion of what worked and what didn’t - a brainstorming session. The goal will be for attendees to leave the session inspired and armed with ideas that they can take back to their own classrooms.

8:30am-10:00am

**DIGITAL PORTFOLIOS AS A REFLECTION OF A FIRST YEAR EXPERIENCE**  
*Martha Snyder, Nova Southeastern University*

This presentation describes the design and implementation of digital portfolios that students in a first year seminar developed. The purpose of the portfolios was to help students reflect on their personal and professional identities including how they can be active citizens and make a difference in the world. During the semester students learned about civic mindedness and engaged in active learning experiences designed to prepare them for this final project.

8:30am-10:00am

**USING PHOTOVOICE AS EXPERIENTIAL LEARNING ACROSS EDUCATIONAL SETTINGS**  
*Anne E. Pfister, University of North Florida*

This presentation outlines a project, 'Observations through Photovoice', which invites social science students to respond to exploratory themes by taking digital photographs of their surroundings while also experimenting with contemporary qualitative research methods. Roundtable discussion will explore the utility of photovoice as a writing prompt, a visual-arts project, a research strategy, in workshops, camps, or focus groups, or to gain rapport and generate dialogue among students, faculty, or participants (varied ages and backgrounds).
CAMP OSPREY: CREATING A NETWORK OF COLLEGE AND CAREER READY LEADERS
Matthew Ohlson, University of North Florida, Christian Winterbottom, University of North Florida, Jacksonville, FL, Jody Nicholson, University of North Florida, Jacksonville, FL
There is an identified need to make more student-centered resources and support structures available to at-risk students in K-20 educational settings. To address such concerns, CAMP (Collegiate Achievement Mentoring Program) Osprey was established to provide a mutually beneficial educational partnership between institutions of higher education and K-12, community partner schools. The program pairs students from the University of North Florida with at-risk children to increase leadership and college/career readiness skills for both collegiate mentor and K-12 mentee. CAMP Osprey is based on a proven framework that has been implemented at other universities and has positively influenced the academic and social outcomes of more than 1,500 student mentors and mentees throughout the nation. This roundtable session addresses various factors associated with program impact and implementation including community engagement, diversity appreciation, technology integration and participant reflection.

INCORPORATING TECHNOLOGY INTO EXISTING PROJECTS: A KINESIOLOGY EXAMPLE
Ronda Sturgill, The University of Tampa, Tampa, FL
This presentation will demonstrate the use of a technology application utilized in a kinesiology group based project. A description of the project along with the application to real world examples will be discussed. The presenter will outline transferable skills learned by students to be used in graduate school and employment. Examples of student reflections and assessments will be provided.

CHARTING A COURSE: EXPLORING THE INTERSECTION OF DIGITAL PORTFOLIOS AND EXPERIENTIAL LEARNING
Ashley Kehoe, Dartmouth College, Adam Nemeroff, Dartmouth College, Hanover, NH
Join us on an engaging journey to explore the intersection of experiential learning and digital portfolio pedagogy. We will lay the groundwork with a foundation in digital portfolio pedagogy, using one Dartmouth College experiential learning course as a case study. Participants will then actively engage with actual student portfolios, using rubrics and other assessment strategies to evaluate student learning. The session will culminate in a facilitated discussion on implications for practice at our own institutions.
THE VALUE OF UNPAID INTERNSHIPS - A NACE-FUNDED RESEARCH STUDY

Eric Hall, Endicott College, Nathalie Saltikoff, Endicott College, Beverly, MA

This session will explore research conducted by a team at Endicott College and funded by NACE on the value (real and perceived) of unpaid internships. Gathering quantitative and qualitative data from surveys of recent graduates, alumni five years out, and employers, the study looked at three key questions: Do (full-time) unpaid internships result in employment and/or pursuit of post-graduate education within the first year? What is the relationship between (full-time) unpaid internship experiences and career outcomes (advancement in positions and/or salary) five years after graduation? What perception do employers have of the value of unpaid internship experiences on a candidate’s employability?

ASSESSING STUDENT GROWTH DURING SERVICE LEARNING STUDY ABROAD EXPERIENCES USING A TRANSFORMATIVE LEARNING FRAMEWORK

Mark Walvoord, University of Central Oklahoma, Jarrett Jobe, University of Central Oklahoma, Edmond, OK

Approximately 30 total students participated in our recent international service learning abroad opportunities in Guatemala and Uganda. Goals of these experiences were to develop students’ global competency, leadership and service learning perspectives and skills. Using our campus’s new Student Transformative Learning (TL) Record rubric, we assessed each student’s progress towards these goals. Session attendees will leave with a thorough understanding of TL and with a rubric to apply to their own programs.

DEFINING AND ASSESSING THE IMPACT OF GROUP DYNAMICS ON STUDENT LEARNING IN SHORT TERM TRAVEL STUDY PROGRAMS: FINDINGS AND CONVERSATION

Lisa Stowe, University of Calgary

This presentation will provide a conceptual and theoretical framework for understanding group dynamics in short term travel study programs (STTSPs) in addition to presenting preliminary findings from a large scale research project of the same name at the University of Calgary. The notions of culture shock and critical incidents will be explored. Participants will also use the World Caf method of data collection to discuss group dynamics, culture shock and critical incidents in their own experiential learning environments.

ENGAGING ALUMNI IN UNIVERSITY EXPERIENTIAL LEARNING PROGRAMS

Samantha Collier, James Madison University, Kelly Gooch, James Madison University, Harrisonburg, VA

This presentation will focus on engaging alumni in an impactful way with experiential learning programs for undergraduate students. The audience will learn how to involve both new and seasoned alumni in a variety of experiential activities that enhance the student experience. Topics will include: implementing experiential learning tours, student career development conferences, classroom activities, as well as how alumni engagement opens doors to internship and job opportunities.
INSPIRING CONFIDENCE IN PRACTICING NSEE’S EIGHT PRINCIPLES OF GOOD PRACTICE AT A UNIVERSITY CAMPUS

Sophia Koustas, Southern New Hampshire University, Andrea Bard, Southern New Hampshire University, Manchester, NH, Christine Blais, Southern New Hampshire University, Manchester, NH, Kelley Hobbs, Southern New Hampshire University, Manchester, NH, Susan Losapio, Southern New Hampshire University, Manchester, NH

This workshop session aims to present a model program to improve experiential education at Southern New Hampshire University. In February 2017, a core team was created to foster confidence in practice, improve interdepartmental collaboration of faculty and staff, and inspire transfer of knowledge. Additionally, the team created a strategic plan that includes a unified vision across campus for experiential education. Lessons will be shared to inform others looking to integrate EE at their respective institutions.

BUILDING AND BROADENING EXPERIENTIAL ENGAGEMENT IN PROGRAMS & FACULTY

Joseph Griffin, Northeastern University, David Fields, Northeastern University, Lenoir, NC

Experientially oriented curriculum is a must to meet the needs of today’s adult learners. Their professional and personal commitments often preclude them from engaging in more traditional experiential opportunities. This presentation will use Northeastern University’s graduate program in Project Management as a case study to provide not only a framework for how to build and broaden experiential engagement opportunities but also actively engage participants in how to strengthen curriculum and develop faculty.

"INTERNSHIPSEARCH.ONLINECLASS.UMD.EDU": LEVERAGING TECHNOLOGY TO ENGAGE MORE STUDENTS

Erica Ely, University of Maryland, College Park, Erin Rooney-Eckel, University of Maryland, College Park, MD

Find out how UMD leveraged technology to turn an in-person internship search course that only reached 20 students per semester to an online, asynchronous course reaching 150 students per semester. Class time was reinvented into assignments that encouraged active learning based on the step-by-step process of applying to internships. Participants will learn (a) how we transitioned to a 7-week course utilizing Canvas, (b) free, online tools to create videos and other course content, and (c) sample experiential assignments used to promote active learning in the internship search.

INCORPORATING REFLECTION INTO ADVISING A SUCCESSFUL ACADEMIC INTERNSHIP EXPERIENCE

Jillian Payne, University of California, San Diego

The Academic Internship Program at UC San Diego has evolved over the last 40 years to include reflection as a critical component to impact academic goals and career development for the undergraduate student population. Through this workshop, experiential learning professionals will examine the benefits of advising students to create meaningful learning objectives through the
analytical lens of Kolb’s Experiential Learning Cycles and discuss how reflecting on these goals can impact a student’s career development.

11:30am-12:30pm

**PRIOR EXPERIENCE REQUIRED: THE INTERNSHIP**  
*Aaron Burdette, Virginia Tech / iScholars Coordinator, Jill Sible, Virginia Tech, Blacksburg, VA*  
Are you seeking to provide more of your students with internship opportunities? Are you concerned with access and progress to degree? Do you want to ensure that your students are fully prepared for these internships? In this session, innovative program developers will model best practices in experiential learning to engage participants in activities to learn how to build self-funded, comprehensive internship programs that embeds community and coursework and applies the principles of innovation and entrepreneurship.

**Wednesday, 9/27/2017 – 60 Minute Session**

1:00pm-2:00pm

**FACULTY AND STAFF DEVELOPMENT FOR EXPERIENTIAL LEARNING (EL): EFFECTIVE STRATEGIES FOR ENHANCING EL ASSESSMENT AND REFLECTION ACROSS THE CURRICULUM**  
*Karen Velasquez, University of Dayton, Kevin Hallinan, University of Dayton, Dayton, OH, Allyson Pacifico, University of Dayton, Dayton, OH*  
The presentation will focus on strategies for promoting faculty and staff development for experiential learning, particularly around reflection and assessment. The Director of Experiential Learning and Faculty Development Fellow for Experiential Learning will explain the challenges and opportunities involved in the creation and implementation of faculty/staff development tools and resources for experiential learning. They will discuss how collaboration and community play an important role in understanding faculty/staff needs and advancing experiential learning at the University.

1:00pm-2:00pm

**STRATEGIES FOR COLLECTING AND COMMUNICATING YOUR EXPERIENTIAL DATA**  
*Urszula Zalewski, Stony Brook University*  
It all starts with data! The first step is to identify opportunities and challenges for collecting data to decide who should be involved and what innovative tools/metrics to use. Join this session to see how Stony Brook University capitalized on internal resources to effectively collect data on student experiences by using Qualtrics and online, onsite, and mobile methods. Together we will explore best ways to effectively communicate our experiential learning stories to on/off campus stakeholders.

1:00pm-2:00pm

**EMPOWERING STUDENTS THROUGH EXPERIENTIAL LEARNING - BEST PRACTICES AT VIRGINIA TECH**  
*Najia Mouchrek, Virginia Tech, Annie Hesp, Virginia Tech*  
Experiential learning programs may provide opportunities for students to empower themselves and develop the competencies, attitudes, and maturity to make a successful transition to adulthood. Virginia Tech is developing a consistent framework for experiential learning, combining theory and practice to promote empowering experiences for students. This
participatory workshop will present best practices in experiential learning leading to transformative outcomes. Participants will be guided to reflect and propose innovative strategies to apply in their own programs.

Wednesday, 9/27/2017—60 Minute Session

2:10pm-3:10pm

BRINGING LEARNING TO LIFE WITHOUT UNLEASHING A BEAST: TRIALS AND TRIBULATIONS OF BRINGING EXPERIENTIAL EDUCATION PRINCIPALS INTO PRACTICE ACROSS A UNIVERSITY

Alyx Shultz, Murray State University, James Rogers, Murray State University, Murray, KY

Data collection, assessment, and management associated with experiential education focused university-wide initiatives can be daunting, and has potential to quickly spiral into an uncontrollable (and un-assessable) “beast”. This session will describe how Murray State University, a comprehensive regional university with approximately 10,000 students managed their experiential education-focused QEP without placing additional burden on faculty nor forcing students to complete unnecessary work. Come to this discussion-centered session prepared to discuss similar (but innately unique) challenges and successes at your university as you work to prevent your experiential education university-wide initiative from becoming an untamed beast.

2:10pm-3:10pm

STUDENT REFLECTION ON COURSE-EMBEDDED SERVICE LEARNING: A PLAN FOR UNDERSTANDING THE IMPACT OF EXPERIENTIAL LEARNING IN EDUCATION COURSEWORK

Heather Haynes Smith, Trinity University, Cady Wills, Trinity University, San Antonio, TX

This presentation provides resources and recommendations for integrating service learning into higher education coursework. The presenters will share research and methods for analyzing student work samples to evaluate student experiential learning and translate research to practice. The resources and recommendations will focus mainly on communicating the intention to students, planning the activity and creating partnerships, ensuring authenticity, creating meaningful reflection assignments, and orientation activities.

2:10pm-3:10pm

SO THAT’S WHAT YOU MEAN BY INTERNSHIP?

Rebecca Lynn Downie, Presbyterian College, Sharon Knight, Presbyterian College, Clinton, SC

Presbyterian College’s Office of Career Development and Student Success manages internships for every academic program. While all College constituencies would agree that internships are among the most effective High Impact Practices, what, exactly, the term “internship” entails varies among staff, faculty and administration, and from student to employer. This presentation highlights ways PC is building common definitions and guidelines for internships and strengthening partnerships between staff and faculty.
Schedule of Events and Speaker Abstracts

2:10pm-3:10pm

A RICH HISTORY OF INTERDISCIPLINARY, EXPERIENTIAL TEACHING AND LEARNING: DELTA COLLEGE AT THE COLLEGE AT BROCKPORT
Since its inception in 1972, Delta College at The College at Brockport has offered students smaller, discussion-based classes, active teaching and opportunities for students to study locally, nationally and internationally as they explore rich, interdisciplinary courses of study and careers. Through deliberate and coordinated Professional Development courses, it prepares students for the ever-changing global environment. Delta is a robust program with courses rooted in the liberal arts and sciences that challenge the status quo.

Wednesday, 9/27/2017– 60 Minute Session

3:15pm-4:15pm

INSPIRING ENTREPRENEURSHIP: STUDENT PERSPECTIVES, STUDENT EXPERIENCES, STUDENT OUTCOMES
Robert Goodman, UC Merced
Session Attendees will be presented with visual evidence showing student learning outcomes related to Entrepreneurial Experiential Education. Students will present stories and value of programmatic content to their co-curricular success. The program will assess and demonstrate student achievement, retention, education, and advancement through the use of business development practices in the business incubation units at UC Merced. A blueprint of the entrepreneurship program will be presented to be possibly adopted at other institutions.

3:15pm-4:15pm

INNOVATIVE EXPERIENTIAL PRACTICES: LEVERAGING COMMUNITY RESOURCES TO ENGAGE THE OVERWHELMED STUDENT
Marjorie Silverman, Fashion Institute of Technology
Today’s student is overwhelmed and over stimulated, and faces a fiercely competitive job market where real life experience is valued. This interactive presentation demonstrates how FIT incorporates unique experiential opportunities that provide students innovative, authentic and interdisciplinary career preparation. From the kitchens and laboratories of Good Housekeeping to artifacts and photos from Ground Zero the presentation demonstrates how educators can effectively and efficiently leverage their own communities to identify and create experiential opportunities for their students.

3:15pm-4:15pm

HOW TO DEVELOP A CENTER IN ENHANCING STUDENTS’ EXPERIENTIAL LEARNING EXPERIENCE THROUGH DIFFERENT MEANS
Kam Tim Woo, The Hong Kong University of Science and Technology
Recognising society’s increasing demand for innovation, The Hong Kong University of Science and Technology (HKUST) has initiated experiential learning experience to students. The Center for Global & Community Engagement (GCE) is established. Though the years, it serves a platform for students to experience and embrace diversity. The Center is providing different experiential learning activities through student-initialized projects, credit bearing courses, non-credit bearing
Schedule of Events and Speaker Abstracts

student-driven training programs. In this presentation, the speaker will introduce the GCE and how to liaison with multi-disciplinary units, engineering professional institutes, NGOs, and industrial partners.

3:15pm-4:15pm

UNCOVERING THE POTENTIAL OF INTERDISCIPLINARY EXPERIENTIAL LEARNING: DEVELOPING HYBRID COMMUNICATIONS INTERNSHIPS WITHIN AN INTERNATIONAL ARCHAEOLOGICAL FIELD SCHOOL

Tracey Bowen, University of Toronto Mississauga, Andrew Graham, University of Toronto, Mississauga, ON

This session examines a hybrid intercultural/interdisciplinary internship within an archaeological field school and explores the opportunities and challenges of bringing students from different disciplines, perspectives, and cultures together with the common goal of gaining real world experience outside the classroom and their comfort zone. Participants will engage in conceptualizing interdisciplinarity in relation to experiential learning and examine strategies for integrating new technologies to capture and reflect on their experiences.