

Experiential Learning Questionnaire

Overview:

As part of CLU's **Strategic Planning** process led by Leanne Neilson, working teams were created to tackle issues related to defined priority areas. Below you will find a working definition of **Experiential Learning (EL)** developed by Work Team 2, which was/is tasked to address the following strategic priority: **Rigorous, Relevant, Respected Undergraduate Academic Experience**. Studies indicate that EL activities can boost students' enthusiasm for learning as well as their level of engagement. Therefore, Work Team 2 developed this brief survey for two purposes. First, we are exploring if EL can become an area of emphasis in the new Strategic Plan as a way of highlighting what we already do while becoming more intentional about how and why we do it. Second, Work Team 2 is exploring whether EL is a way of distinguishing and positioning CLU as we compete with other institutions for high quality students, faculty and staff.

To achieve these purposes, we seek to compile and identify existing and potential models of EL opportunities including any differences in needs between the traditional and ADEP undergraduate populations and among academic disciplines. Please evaluate the working definition below and respond to the questions below. Responses will be used in an effort to strengthen our working definition of EL, and to develop a more expansive instrument to assess faculty/staff interest and involvement in EL activities campus-wide.

Working Definition:

Experiential Learning (EL) is the process of student learning from observational and/or applied experiences. This process includes the following steps:

- 1. Study and preparation;*
- 2. Direct observation and/or active engagement;*
- 3. Reflection and distillation; and*
- 4. Creative application and action;*
- 5. Assessment and evaluation.*

EL seeks to immerse students in opportunities such as (but not limited to): student-driven research and fieldwork; internships, practicum, and work experience; service-learning; civic or community-based initiatives; study abroad and travel programs; cultural engagement and creative applications.

Simultaneously, EL seeks to foster, strengthen, and challenge student understanding and personal and vocational growth in terms of but not limited to the following: leadership, ethics, and initiative; individual and systemic impact; purpose, spirit, and community; and cross-cultural competency, diversity, and identity.

Questions:

1. What is your reaction to this definition as a potential focus for CLU's next Strategic Plan?

2. The proposed definition of experiential has been deliberately cast as a learning process rather than a specific outcome. To what extent does it encompass (in whole or part of) what you may be doing in your area/department/division? If the definition does not encompass the EL activities in your area, can the definition be revised to incorporate your activities?

3. What obstacles do you think prevent or deter faculty/staff/students from engaging in the experiential process (as defined above)?

4. Do you think technology can be used more effectively to promote the experiential learning process (as defined above)? If so, how (e.g. social media, online learning, hybrid courses et al)?

5. If experiential learning became a highlighted component of the student academic experience in the next five years, do you think it would make CLU more competitive and/or distinguished vis a vis other comparable institutions?

This page for your additional comments: