

**Division of Student Affairs**  
**Professional Development Grant Report 2007-2008**  
**Angela Wayfer, Internship Program Specialist, Career Center**

**I. Professional development activity:**

I attended the **National Society of Experiential Education Professional Development Conference, October 31-November 2, 2007**. This three day conference included two key note addresses, networking, and professional development workshops related to the field of experiential education. Experts, educators, program managers, and other professionals in this field were present.

The National Society for Experiential Education (NSEE) is a nonprofit membership association 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. NSEE supports the use of learning through experience for: ethical development career exploration personal growth intellectual development cross-cultural and global awareness civic and social responsibility. Its mission is to foster the effective use of experience as an integral part of education, in order to empower learners and promote the common good.

**II. Highlights of new information and/or best practices learned at the activity:**

The highlights from this conference included learning about the history of experiential education, gaining definitions of experiential education and networking with a diverse group of experiential education professionals from all over the United States and beyond.

Some of the best practices I learned about in the workshops included gathering examples of campus-wide experiential education programs, enlisting collaborative involvement of Academic Leaders (i.e. Provost of Experiential Education) and Student Affairs Leaders (Career Services Representative) to accomplish initiatives, experiencing experiential education strategic planning, and previewing an example of a virtual career center. In addition, I learned ways to build credibility with employers and faculty around experiential education initiatives using the Council for the Advancement of Professional, Standards (CAS) for Higher Education Internship Guidelines, and ways to engage alumni. One of the most valuable segments of the conference was being able to network and develop relationships with Experiential Education Professionals who are facing some of the same challenges or who have succeeded in areas that would be beneficial to San Jose State. Also, I was able to increase my awareness of what is possible and also gain perspective on how San Jose State compares to other universities across the country when it comes to experiential education.

**III. How I will incorporate this new information into my position and in my department.**

I am grateful for the opportunity to attend this conference because it really strengthened my ability to do my job efficiently and reinforced my passion for this type of work. I have already begun to incorporate this information into my position and my department by joining a list-serve of experiential education professionals that I learned about at the conference. By joining this list-serve, I now have broader professional network that I can use as support in addition to learning about trends in the field. I received resources that are being used to help in consulting with employers who are developing or enhancing internship programs. I also plan to utilize the CAS standards for Higher Education

Guidelines as a tool when engaging with Internship Partners on campus. The workshop that I went to regarding strategic planning was also helpful because I can refer to this model as I refine my own strategic plan. The conference workshops gave me some concentrated time to reflect upon the opportunities and challenges of our program initiatives, to identify our stakeholder's roles, the threats, and some solutions so that I could come back with some solutions and a refined plan of action. The overall information I received at the conference can be used to better support my team members' knowledge of trends and best practices in experiential education.

#### **IV. How my participation will contribute to student learning at SJSU.**

I had the opportunity to strengthen my knowledge of what other universities are doing in their experiential education programs. I was able to bring back ideas to strengthen the service I provide employers seeking to hire our students, giving the students a better overall experience in their experiential education. Some of the information helped me better understand what could be possible for our students in the long run. For example, many campuses are taking the steps to require that all students have some sort of experiential education on their transcripts when they graduate.

#### **V. How I will share the results of my experience with colleagues in the Division of Student Affairs.**

This conference reinforced the importance of experiential education experiences for our students. The information below can be shared with my colleagues in Student Affairs and other experiential education partners on campus as they encourage students to pursue experiential education experiences during their college years.

**General trend:** Many campuses have moved in the direction of requiring experiential education as a graduation requirement giving credit or at least tracking experiential education on transcripts. These experiences include internships, research projects, service learning, leadership development, co-ops and study abroad.

The following information is taken from Andrew Furco, University of California-Berkeley, a conference keynote speakers' presentation on Experiential Education as a Pedagogy of Engagement.

#### **Why Experiential Education?**

Experiential education encompasses many of the factors that are aligned with good teaching, civic participation, and preparation for global workforce, positive adolescent development, and transition to adulthood.

#### **OUTCOMES and BENEFITS of EXPERIENTIAL EDUCATION:**

##### **Student Academic Outcomes**

- Increased scores on standardized tests
- Fostered content knowledge and skills
- Improved school attendance
- Improved grade point average

##### **Student Civic Outcomes**

- Broadened understanding of government and its procedures
- Enhanced citizenship and social responsibility
- Enhanced awareness and understanding of social change

### **Student Ethical/Moral Outcomes**

- Greater exposure to new points of view and perspectives
- Positive changes in ethical judgment
- Enhanced ability to make independent decisions regarding moral issues

### **Student Career Outcomes**

- Broadened career awareness and options
- Enhanced understanding of workforce ethics
- Enhanced preparation for the workforce

### **Personal and Social Outcomes**

- Self-esteem: Participation in experientially-based programs increases students' self-esteem
- Empowerment and self-efficacy: Participation in experientially-based programs enhances students' sense of self-efficacy and empowerment
- Pro-social behaviors: Experiential education increases students' likelihood to engage in pro-social behaviors and decreases students' likelihood to engage in at-risk behavior

### **Personal and Social Outcomes**

Motivation: experiential education experiences have positive effects on students' motivation for learning.

Engagement: experiential education increases students' engagement in three areas:

1. Civic Engagement: Experiential education enhances students' engagement in community and civic affairs.
2. Social Engagement: Experiential education enhances students' engagement with peers and adults.
3. Academic Engagement: Experiential education enhances students' engagement in school and in learning.

### **VI. Website and resources where interested staff could learn more information about this particular professional development activity.**

[www.nsee.org](http://www.nsee.org) (National Society of Experiential Education website)

<http://wilderdom.com/experiential/ExperientialWhatIs.html> (definition of Experiential Education)

## REFERNCE ADDENDUM: **OUTCOMES and BENEFITS of EXPERIENTIAL EDUCATION:**

### **Student Academic Outcomes**

- Increased scores on standardized tests  
*(Billig and Klute, 2002); (Santmire, Giraud, and Grosskopt, 1999);(Weiler et al., 1998);(Akujobi and Simmons, 1997)*
- Fostered content knowledge and skills  
*(Eyler, 2004); (Kraft and Wheeler,2003); (Klute, 2002); (Melchior, 1999)*
- Improved school attendance:  
*Melchior, 2004); (Follman, 1999); (Stupik, 1996); (Melchior and Orr, 1995); (Shaffer, 1993)*
- Improved grade point average:  
*(EldGt2002)(LhGiffi2001)(Fll1999)(Stik1996)*

### **Student Civic Outcomes**

- Broadened understanding of government and its procedures:  
*Levine, 2006; Michelsen et al., 2002; Torney-Purta, 2002*
- Enhanced citizenship and social responsibility:  
*Melchior, 2004; Kahne and Westheimer, 2002; Covitt, 2002; Ammon et al., 2001*
- Enhanced awareness and understanding of social change  
*Covitt, 2002; Michelsen et al., 2002 , Perry and Katula, 2001; McDevitt and Chaffee, 2000.*

### **Student Ethical/Moral Outcomes**

- Greater exposure to new points of view w and perspectives:  
*Furco, 2002; Melchior, 2000; Weileret al., 1998*
- Positive changes in ethical judgment:  
*Leming, 2001; Zeffet al., 2001; Melchior, 2000*
- Enhanced ability to make independent decisions regarding moral issues:  
*Furco et al., 2005; Eccles and Barber, 1999; Leming, 2001*

### **Student Career Outcomes**

- Broadened career awareness and options:  
*Reardon,, 2002; Shumer, 1998*
- Enhanced understanding of workforce ethics:  
*Stern, 2003; Melchior 2000; Weileret al., 1998*
- Enhanced preparation for the workforce:  
*Grubb, 2004; Moore, 2001; Stone, 2000*

### **Personal and Social Outcomes**

#### Self-esteem

Participation in experientially-based programs increases students' self-esteem  
*(Shaffer, 1993; Switzer et. al. 1995; Eccles and Barber, 1999; Eccles and Gootman, 2002; Hecht, 2002)*

#### Empowerment and self-efficacy

Participation in experientially-based programs enhances students' sense of self-efficacy and empowerment  
*(Shaffer, 1993;Scales & Blyth, 1997; Root, 1997; Zaffet al., 2001; Furco 2003)*

### Pro-social behaviors

Experiential education increases students' likelihood to engage in pro-social behaviors and decreases students' likelihood to engage in at-risk behavior

*(Batchelder & Root, 1994; Stephens, 1995; LoSciuto et al., 1996; Yates and Youniss, 1996; Allen et al., 1997; Berkas, 1997; Follman, 1998; Eccles & Barber, 1999; Leming, 1998; Melchior, 1999; O'Donnell et al., 1999; Eccles and Gootman, 2002; Billig, 2003; Melchior, 2004; Furco, 2005)*

### **Personal and Social Outcomes**

Motivation experiential education experiences have positive effects on students' motivation for learning.

*(Loesch-Griffin, Petrides, and Pratt 1995; Stephens, 1995; Eccles and Barber, 1999; Eccles and Gootman, 2002; Furco, 2003; Covitt, 2003; Billig 2005)*

Engagement experiential education increases students' engagement in three areas:

1. Civic Engagement: Experiential education enhances students' engagement in community and civic affairs.

*(Yates and Youniss, 1996; Youniss, McLellan, & Yates, 1997; Melchior, 1997; Berkas, 1997; Melchior, 2002; Kahne, Chi, and Middaugh, 2002; Michelsen, Zaff, and Hair, 2002; Melchior, 2004)*

2. Social Engagement: Experiential education enhances students' engagement with peers and adults.

*(Conrad and Hedin, 1989; Rutterand Newmann, 1989; Loesch-Griffin, Petrides, and Pratt 1995; Billig, 2002; Furco 2003)*

3. Academic Engagement: Experiential education enhances students' engagement in school and in learning.

*(Waterman, 1993; Follman & Muldoon, 1997; Weiler et al., 1997; Melchior, 1997; Eccles and Gootman, 2002, Billig, 2003; Billig and Meyer 2005)*