Draft Experiential Education Plan for Queens College

- **Charge** – To develop an experiential education plan to complement a strong liberal arts and sciences academic curriculum.
- **Time frame** – one year from July 2013 to June 2014
- Must take into consideration what we are already doing
- Must potentially touch every student
- Help students answer the question “What will you do with that degree?”
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Report work over the year – many conversations, build buy-in

Report Sections:
- Overview page 2-3
- Narrative of the Ex Ed Plan pages 4-7
- Campus Status Report for Experiential Education offices pages 8-22
- Campus Status Report for Academics pages 23-46
- Software for Ex Ed pages 47-50
- Space Plan pages 51-52
- Staffing and Budget Plan pages 53-54
- Other Activities and connect with outside agencies (drafting)
- Four Appendices
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Overview: Definition of Experiential Education

- Definitions vary
- Often off-campus but can include in class activities
- Intriguing new possibility of relating to neuroscience and unconscious decision-making (*Incognito* by David Eagleman)
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Narrative of the Ex Ed Plan:

• Year 1: 500 new freshman & transfer students (include all student types)
  – 20 hours of community service or equivalent Ex Ed activity with reflection
  – Several sessions of presentations on self-presentation and business culture
  – An interest, personality, and job inventory at the Career Development and Internships office
  – Promise of a field/interest specific internship in second year

• Year 2 & 3: Full spectrum of Ex Ed activities, e.g. multiple internships + reflection

• Year 4: Career placement in first jobs or graduate education

• Next Cohort: Double to 1,000 students
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Campus Status Report for Experiential Education offices:

- Career Development and Internships office
- Community Service-Learning Office
- New Professionals Program
- Alumni interaction: premed and prelaw job shadowing, QC WoW (World of Work) one-day site visits
- Study Abroad and (Global in Local programs)
- CUNY Service Corps
- Undergraduate Research - CUR (and QURC) and URME
- Winter Term Field Experience 2014
- Entrepreneurship Activities
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Campus Status Report for Academics:

• Academic Major Programs, includes departments and programs, examples
  – Courses such as Computer Science Internships course
  – Reacting to the Past classes in History (sometimes abroad)
  – Neuroscience major with required thesis

• Experiential Education teaching in the classroom
  – Recent lunch with 15 faculty practitioners as part of a series
  – Trading best practices, etc. (builds faculty involvement)

• Contributions of Research Centers in supplying internships, research experience, service opportunities
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Software for Ex Ed:

- Symplicity back-end software to manage and track student activities and interact with employers
  - Example: CUNY Service Corps looks up the freshman experience and this helps the student
- New “cool” component of QC Website to
  - celebrate what can be done
  - provide linkage between offices
  - give a modern “no-stop shopping” experience for students
- E-Portfolios
  - Reflection with academic faculty and others on experiences
  - Documentation of student achievement for next steps in their career
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Space Plan: (good, better, best solutions)

• Good – no change, just maintain one small central office and use the website

• Better – move into space that may become available in 1 year to house representatives of each office in a one-stop-shop arrangement

• Best – commit to renovating a campus building to pull together all offices and the Center for Teaching and Learning into one beautiful physical space to represent commitment to the idea
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Staffing and Budget:

- Staffing in first year ($31,000 total)
  - College Assistant for Community Service-Learning office
  - College Assistant for Career Development and Internship office
  - College Assistant for Experiential Education office
- Staffing in years 2 and 3 are to be determined
- Resources from Retention ($75,000)
  - 5% increase in 1st to 2nd year retention results in 25 additional tuition-paying students
  - Requires dedicating these resources to this program
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Other Activities and connect with outside agencies:
- Notes on transcript or co-curricular transcript
- Incorporation of additional programs (e.g. CERRU, peer mentoring)
- Encourage alumni fundraising to support Ex Ed
- Foundation and Government grant-writing
- Joining other groups (Campus Compact, Carnegie Engaged Campuses, Washington Center for Civic Engagement)
- Promote student winning awards (e.g. recent Goldwater Award based on research with faculty, research internship at MIT, coming research internship at Columbia)
Conclusions:

• Addresses two problems:
  – Accountability Movement criticisms that students are not work-ready especially for the high price at most colleges (not CUNY)
  – *Academically Adrift* criticisms by creating more passionate students leading to greater student success in college and leading to improved retention to graduation

• Is the right thing to do