OFFICE OF EXPERIENTIAL
EDUCATION ANNUAL REPORT

2021-2022
Friends and Partners,

Purdue University has long been a leader in experiential education. Throughout our history, Boilermakers have been known as hard workers and problem solvers. Our students, faculty, and staff are eager to put their knowledge and skills to work in practical and applied ways, and experiential education offers the opportunity to do just that. In April 2021, the Purdue University Board of Trustees renewed and strengthened the university’s commitment to experiential education, making a strategic investment in experiential education a core component of Purdue’s “Next Moves.”

The Office of Experiential Education was launched in July 2021 for the purpose of carrying out that commitment. In this report, we are truly excited to share with you our accomplishments in our first year of existence.

Experience is one of our first and most valuable teachers. Young children learn about the world through their sensory experiences (think of a baby putting everything they can reach into their mouth). And as we grow, we continue to learn from experience. At Purdue, we are intentional about designing experiences that will maximize student learning. We offer authentic, real-world experiences, carefully selected and designed to lead to particular learning outcomes and reinforced with student reflection on the experience. This is a recipe for powerful, transformative learning.

When Purdue students participate in experiential education, they take what they’ve learned in the classroom and apply it in a real-world setting. They discover what they want to do in their future career or, just as importantly, what they don’t want to do. They learn more about themselves and how they can make a difference in the world.

Purdue educators have been leading these experiences since almost the beginning of the university. With the creation of the Office of Experiential Education, we have the opportunity to make these experiences even stronger, more numerous, and more available to every Purdue student. We invite you to join us in this exciting work!

Jennifer Dobbs-Oates, Ph.D.
Director, Office of Experiential Education
Clinical Professor, Department of Human Development & Family Studies
OVERVIEW OF EXED

BACKGROUND AND HISTORY OF THE OFFICE

As part of the Transformative Education 2.0 "Next Move," Purdue University West Lafayette (PWL) identified undergraduate experiential education as a strategic priority for the university. To lead this initiative, the university created a new Office of Experiential Education (ExEd) to support, enhance, and expand undergraduate experiential education. This office focuses on programs that serve students seeking BA, BS, and PharmD degrees. The office began operations in July 2021 with an inaugural director, and a senior program coordinator position was added in November 2021. Projects and initiatives created by the office during 2021-2022 are detailed in this report.

CHARGE TO THE OFFICE

The Office of Experiential Education has been charged with increasing the quantity of experiential education opportunities (scale up to reach more students), the quality of these experiences (enhance student experiences in, and outcomes from, these programs), and the equity of these experiences (close opportunity gaps to ensure that all students can access, and are included in, these experiences). In service of those goals, the Office has focused on casting a shared, campuswide vision for experiential education, creating a system to track experiential education participation, and building the capacity of Purdue's experiential education practitioners.

Honors students in Amsterdam. Photo credit: Jim Tanoos
EXED DEFINITION

One of the first actions of the Office of Experiential Education was to establish a university-wide definition of Experiential Education. Through the work of a task force, a definition was established and added to the Purdue University Data Cookbook, a repository of institutional definitions. Experiential education is defined as a planned pedagogy centering on an authentic experience to strengthen students’ knowledge, skills, and abilities, paired with student reflection.

Some common examples of experiential education include internships/co-ops, clinical placements and other field-based experiences, projects with community/industry partners, service-learning, study abroad, and undergraduate research. These experiences often occur outside of traditional classrooms, but can also take place in classrooms and in online spaces through strategies such as simulations, role plays, virtual experiences, etc.

The Office of Experiential Education is focused on undergraduate experiences and is inclusive of both credit-bearing and co-curricular experiences.

LANDSCAPE ANALYSIS

The Office launched the Landscape Analysis project in Fall 2021 to better understand the current state of experiential education at Purdue University. The results of this project inform plans for centralized reporting of experiential education as well as decision making about the future of experiential education to serve the undergraduate students of Purdue. The report generated by the landscape analysis focused on the 260 faculty and staff who responded to the survey and provided information about 355 experiential education programs.

Major findings of the landscape analysis included:

- More than 70% of programs have a defined structure and the same proportion have specific student learning outcomes
- More than 70% of programs engage most/all students in reflection
- More than 95% of programs say students gain career-relevant knowledge, skills, and abilities through participation in the program
- 58% of programs are affiliated with a course; 31% of programs are not
- The most common types of ExEd are project-based learning, service-learning, and field work
- Many ExEd programs include two or more types of ExEd
- In 90% of programs, Purdue faculty or staff engage with students throughout the entire experience.
**TRACKING PLATFORM**

Data collected during the landscape analysis project identified the need to have a single technology solution to facilitate ExEd data collection and reporting. ExEd programs are supported by a wide variety of locally managed record-keeping systems ranging from vendor products to solutions that rely on spreadsheets, MS Word documents, and paper files. An RFP process was started during spring 2021 to issue a formal request for proposal from software vendors for a system that serves as a central repository of student experiential learning participation and outcomes. The project will conclude by recommending the implementation of a solution that provides the best value to the university for supporting the goals and objectives of the Office of Experiential Education. This includes features that support end-to-end record keeping for experiential education programs, that can scale in a distributed fashion to many programs that are managed across the West Lafayette campus, and that can connect to other data systems on campus. At the time of this report, proposals from vendors have been received and product demonstrations will be scheduled for early fall 2022. The Office intends to pilot the platform with a few programs beginning spring 2023.

**REIMAGINE EXED**

The Office assembled a team of faculty and staff to participate in the AAC&U Institute on High-Impact Practices and Student Success, with the aim of developing an approach to enhance ExEd program quality. Through this institute, the team developed an action plan to create an ExEd program review and continuous quality improvement initiative titled REimagine ExEd. This is envisioned as a targeted initiative to collaborate with selected ExEd programs on a three-step review process: 1) Reflect, in which the program engages in a self-study, 2) Review, in which a team of peer reviewers provides feedback to the program, and 3) Renew, in which the program develops a plan to address weaknesses and pursue opportunities.

A steering committee has been assembled for the REimagine ExEd initiative, and the team is currently building the components of the program. The REimagine ExEd program will be piloted in the coming year.
COMMUNITY OF PRACTICE

Beginning with kickoff events in November 2021, the Office established an ExEd Community of Practice. A community of practice is a group of people who share a common passion for something – in this case, experiential education – and who learn how to do that thing better through interactions with one another. Through the 2021-2022 academic year, the office hosted 6 events. Events included listening sessions, a discussion about teaching excellence, tips for forming partnerships, strategies to engage students in reflection activities, and a celebration event.

In '21-'22, 118 unique individuals participated in at least one Community of Practice event. At the end of the year, 25 respondents completed a brief evaluation survey. The majority of respondents agreed that the sessions were well-organized (94%), efficient (83%), worth the time (89%), and a good mix of discussion and content (72%). Additionally, the majority of respondents reported that as a result of attending these events, they learned something new (94%), found a takeaway applicable to their work (83%), and shared something they learned with someone else (72%).

EXED CHAMPIONS

A major initiative newly developed by the Office is the ExEd Champions program. ExEd Champions have a passion for experiential education and its impact on students. ExEd Champions also have diverse backgrounds and interests and have a history of creating and delivering valuable experiential education opportunities for Purdue students.

As part of the role, Champions:

- Consult with faculty and staff who have questions related to their ExEd expertise
- Facilitate ExEd professional development events for faculty and staff
- Participate in Office of Experiential Education special projects
- Act as an ambassador for ExEd in their department, college, or other unit of the university
- Attend monthly ExEd Champions meetings

Seven ExEd Champions have been selected for the '22-'23 academic year.
'22-'23 EXED CHAMPIONS

Jennifer Bay, Professor of English

Michael Bittinger, Assistant Director of Study Abroad

Melissa Gruver, Senior Associate Director, Leadership & Professional Development

William Oakes, Professor of Engineering Education

Aaron Thompson, Associate Professor of Horticulture & Landscape Architecture

Joe Tort, Associate Director of Professional Practice

Jason Ware, Clinical Associate Professor, Honors College
STUDENT SCHOLARSHIP

The experiential education scholarship was created to provide financial support to students participating in ExEd. Funds can be used for educational expenses incurred while participating in experiential education. Scholarships can be awarded in amounts of up to $2000. The amount awarded may vary depending on the type of experiential education opportunity and expenses related to the experience. Scholarships are merit-based, and these funds are intended to supplement other scholarship funds or a student’s own personal funds.

As of June 1, 2022, approximately 300 scholarship applications have been submitted. A total of 200 applications were submitted for the Summer 2022 term. Of these 200 applications, 174 applications were deemed eligible for review. A total of 165 applications were submitted for the Fall 2022 term. Of these 165 applications, 144 applications were deemed eligible for review. Eligibility of applications was based on scholarship requirements, including that the ExEd opportunity must be Purdue-connected and happening in the term for which the student applied, the student must be registered for Purdue classes/credit, and the student must meet financial aid citizenship requirements.

Demographics of awarded students

<table>
<thead>
<tr>
<th>Scholarship Funds</th>
<th>Summer</th>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>Total Amount Requested</td>
<td>$404,000</td>
<td>$328,000</td>
</tr>
<tr>
<td>Total Amount Awarded</td>
<td>$39,500</td>
<td>$28,250</td>
</tr>
<tr>
<td>Award Range</td>
<td>$500-$1000</td>
<td>$500-$1000</td>
</tr>
<tr>
<td>Total Students Awarded</td>
<td>51</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Awarded College</th>
<th>Summer</th>
<th>% Gen Pop</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2% (1)</td>
<td>8%</td>
<td>9% (3)</td>
</tr>
<tr>
<td>Education</td>
<td>0% (0)</td>
<td>2%</td>
<td>3% (1)</td>
</tr>
<tr>
<td>Engineering</td>
<td>16% (8)</td>
<td>29%</td>
<td>12% (4)</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>0% (0)</td>
<td>3%</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>16% (8)</td>
<td>14%</td>
<td>15% (5)</td>
</tr>
<tr>
<td>Krannert</td>
<td>0% (0)</td>
<td>7%</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>4% (2)</td>
<td>7%</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>53% (27)</td>
<td>3%</td>
<td>50% (17)</td>
</tr>
<tr>
<td>Purdue Polytechnic</td>
<td>0% (0)</td>
<td>12%</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Science</td>
<td>10% (5)</td>
<td>14%</td>
<td>12% (4)</td>
</tr>
</tbody>
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When examining the needs students cited in their applications, the most common needs were transportation/commuting costs, housing/rent in their ExEd city, flights to experiences, study abroad fees, and tuition costs, particularly for summer enrollment.

Additionally, several students cited not being able to work their part-time job while participating in their ExEd opportunity, which created a hardship. A few students cited their opportunity being unpaid, yet costing money to participate, as a reason for their increased need. Both of these barriers are commonly cited in ExEd literature.

### Spring 2023 Application Update

As of June 1, 2022, 118 applications have been submitted for the Spring 2023 term. Total amount of funds requested so far are $253,000.

<table>
<thead>
<tr>
<th>Awarded by ExEd Type</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical (non-pharmacy)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Community Engaged Learning</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Co-Curricular</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Co-op</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Field Experience</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Internship</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pharmacy Rotations</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Scholarships Awarded</strong></td>
<td><strong>51</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
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University-wide collaboration is important to the Office’s engagement strategy. Throughout the year, many stakeholders have engaged with the office’s work. During the landscape analysis, two groups of stakeholders were convened and met regularly throughout the 6-month project. Members of these groups included staff from student life, the Center for Career Opportunities, IDA+A, and study abroad; associate deans from the academic units; and faculty.

The office has established an Advisory Board that meets quarterly. Members of this group are from the Office of the Vice Provost for Student Life, the Center for Career Opportunities, Office of Engagement, Study Abroad, Student Success Programs, Office of Admissions, Office of the Vice President for Ethics and Compliance, and the Office of Diversity, Inclusion, and Belonging.

Other committees include the Platform RFP committee and the REimagine ExEd steering committee. Both committees include faculty and staff, many of whom are ExEd program leaders. The platform team includes members from IT@P, and the REimagine team includes members from IDA+A.
2022-2023 GOALS

TRACKING PLATFORM
With regards to the tracking platform RFP, vendor demos will be held in late August. A vendor will be selected and contracted with shortly after. The platform will be launched with a few test programs at the beginning of spring 2023. Platform training of the non-pilot ExEd program leaders will commence in the spring semester, and the platform rollout will accelerate in Fall 2023.

EXED CHAMPIONS
The first cohort of ExEd Champions will begin meeting in August 2022. A Champions Consultation Fair will be held in September. During this event, Champions will be available for consultations with ExEd program leaders and those interested in starting an ExEd program. Throughout the rest of the academic year, the Champions will each plan a professional development event for the Purdue ExEd community. In the spring semester, the Champions will participate in the National Society for Experiential Education (NSEE) Experiential Education Academy (EEA), a series of six professional development workshops covering key ExEd topics.

REIMAGINE EXED
The REimagine ExEd initiative is in the early stages of development. Milestones this fall will include the development of the program manual and the selection and training of peer reviewers. Three ExEd programs will be selected to participate in the pilot program.

COMMUNITY OF PRACTICE
Community of Practice plans for 2022-23 include expanding the CoP to include 5-6 events during each semester. The events will be offered through hybrid, in-person, and virtual formats. Focus areas are anticipated to include assessment of ExEd, relationship building across campus, scholarship of ExEd, and ExEd with an equity focus. Additionally, CoP events will include content created and presented by the ExEd Champions.

PROGRAM FUNDING
A new grant program will launch in Fall 2022. The goal of this program is to invest in existing or new Purdue ExEd programs where an infusion of funds would develop, strengthen, update, or expand an ExEd program. Both mini grants ($3,000 - $5,000) and major grants ($25,000 - $50,000) are planned. Major grants will require matching funds to leverage unit investment or fundraising toward ExEd goals.