

# High-Impact Experiential Learning

*Planning for high-impact learning experiences for every Muskie.*



While each of the six categories of high-impact experiential learning opportunities have unique definitions and criteria, they all share three distinct objectives.

Students will:

- 1 – Engage in an experience of sufficient duration and intensity to provide a meaningful opportunity to enhance their self-awareness and their ability to impact a community.
- 2 – Reflect upon how the experience impacted their understanding of themselves, their role in the community, and their ability to enact change in the world around them.
- 3 – Partake in a program where they will publicly share substantive experiential learning outcomes and transformative knowledge with peers, faculty, and staff.



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Definition	Duration & Instensity	Content Immersion	Assessment	Example Opportunities
<p><b>Civic Engagement –</b> Students are involved in a community program often related to their area of study where they gain valuable experience while also teaching the benefit of giving back and making the world a better place.</p>	<p>Extensive involvement with civic projects where student connects knowledge (facts, theories, etc.) from classroom to one's own participation in civic life, politics, and government while building skills.</p>	<p>Working to make a difference in the civic life of a community.</p> <p>Mutually beneficial relationship between student(s) and the organization served.</p> <p>Development and application of professional skills that are connected to the project.</p>	<p>Provide evidence of and reflection on how attitudes and beliefs are different from those of other cultures/communities.</p> <p>Description of the experience and what they have learned as it relates to a growing sense of civic identity and commitment</p> <p>Activity log that illustrates the impact of the project.</p>	<ul style="list-style-type: none"> <li>- Fellows Program</li> <li>- Center for Regional Planning</li> <li>- Newman Civic Fellows</li> <li>- Propel Ohio</li> <li>- Greek Life</li> <li>- Student Clubs</li> </ul>
<p><b>Work-related Learning –</b> Students learn hands-on in a real world setting where they apply skills from the coursework and classroom with professionals while learning on the job. Students have the added benefit of working closely with mentors and possibly future employers.</p>	<p>At least 40 hours/credit hour for paid or unpaid work-related learning.</p> <p>Experience can be in-person, hybrid, or virtuals based on the criteria of the on-site supervisor.</p>	<p>Supervised by full-time faculty or staff and an on-site professional.</p> <p>Feedback or evaluation survey from on-site supervisor to student.</p> <p>One academic credit per hours.</p>	<p>Weekly reflection logs or discussion posts; integrated theory of practice as appropriate and defined within the program.</p> <p>Final paper or presentation requiring a summary of the experience and demonstration of the professional skills gained.</p>	<ul style="list-style-type: none"> <li>- Internship with employer or organization</li> <li>- On-campus employment</li> <li>- Clinical experience</li> <li>- Practica</li> <li>- Major specific internship courses</li> <li>- Teaching assistant</li> <li>- Writing center supervisor</li> </ul>



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<b>Entrepreneurship/Innovation –</b> Students will explore creativity through solving problems, starting organizations, or organizing movements for social change.	Concentrated effort over an extended period with focus on creative problem solving and critical thinking.  Students identify a problem and propose a solution while applying knowledge from coursework.	Students will use creativity as a foundation to take action or implement solutions. Creativity is defined as being novel and useful.  Students will be challenged to adopt diverse concepts that may be considered conceptually distant.	A chronology of activities or journal during the experience.  Final presentation to include a solution plan, business plan, proposal plan, or product that demonstrates a solution to the problem.	<ul style="list-style-type: none"> <li>- Fellows Program</li> <li>- Create a product or a business</li> <li>- Run a successful fundraising event</li> </ul>
<b>Faculty-student Research –</b> Students explore issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments.	At least 40 hours of student work on the research project.	With faculty supervision, active involvement in a systemic process which requires the development, investigation, research, and application of necessary professional skills that are germane to the project.	Culminating documentation of reflection, learning, and impact that the project supports.	<ul style="list-style-type: none"> <li>- Muskie Fellows</li> <li>- Departmental research courses separate from Senior Seminar</li> </ul>



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<b>Study Away –</b> Students demonstrate open-mindedness and a willingness to challenge oneself by experiencing immersion into a new environment and culture in a specific area or region.	At least three overnight stay at an unfamiliar destination that offers a designated experience and allows palpable displacement.	Students receive direct and interactive input from professors throughout the study away experience to ensure cultural immersion, world views, and discovery opportunities are leveraged.	Attached to a credit bearing course. (ie 310 course).  A chronology of activities or journal during the experience.  Final analytical and reflective assignment requiring a review of the student's mindset, worldview, and expectations of the experience and an overview of how they have been forever changed.	<ul style="list-style-type: none"> <li>- Fellows Program</li> <li>- Semester-long study abroad</li> <li>- Summer field camp/study abroad</li> <li>- Washington semester</li> <li>- Faculty-led short-term study tours</li> <li>- Civil War tour</li> <li>- Lake Tahoe exchange</li> <li>- Yes We Must</li> <li>- Model UN</li> <li>- Choir Tour</li> <li>- Theatre Development</li> </ul>
<b>Leadership –</b> Students learn and apply information specific to leadership as they develop their leadership skills, empower followers, achieve a goal, and understand the context in which the leadership process is embedded.	An immersive experience that would require at least 40 hours of concentrated effort.  Should include frequent, timely, and constructive feedback by a faculty/staff member overseeing the experience.	Students will participate in highly focused experience(s) in which the student holds some level of leadership responsibility and work with followers to achieve a goal in a particular context.	Objective evaluation of strengths, readiness, competencies and shortcomings using an assessment rubric by a faculty/staff member, as well as a pre-reflection and reflection assessments to be filled out by the student.	<ul style="list-style-type: none"> <li>- Club officer</li> <li>- Stage manager</li> <li>- Team captain</li> <li>- Student life (RA)</li> <li>- Student senate officer</li> <li>- Greek life officer</li> <li>- Seminars/Courses with leadership components</li> <li>- Leadership academy</li> </ul>

