

Student Summit

April 22, 2015

3:30pm-5pm

Title of Session: Group 4/Experiential

Faculty Facilitator: Erica Cassidy

Note taker name: Blake Nappi

Session 1

Most Common Themes from Both Sessions

- **More project-based learning built directly into courses.** Students wanted both in-classroom projects, as well as opportunities to bring projects into the community, because they wanted to experience real-world, practical applications of what they were learning. Honors courses are doing this really well!
- **Students want the information they learn in their courses to actually be used in real-world settings.** Many students in professional majors (BUS & EGR for example) complained that the systems they are learning in classes are outdated and are not used in real world settings. As a result, proactive students have to teach these systems to themselves and those who are not proactive (or uninformed) are unprepared for careers.
- **Support and opportunities for freshman and sophomores interested in experiential opportunities.** This was mostly in regard to internships.
- **Accessible information on all experiential opportunities.** Most students wanted to receive this information on ENGAGING websites and through ENGAGING social media posts. They wanted to learn where to find these resources in freshmen year. They also want face-to-face interactions with their advisors for experiential information that pertains to them, their major, and their career interests.
- **Professional advisors to guide them towards and through these experiences.**

Major-Specific Common Themes

- **Engineering students want experiential opportunities early and often.** They also want support from their academic department in guiding them towards and through the opportunities. They feel internships are not valued in the department/curriculum (if you are not Int'l Engineering)
- **Students in professional majors love certification courses.** This came primarily from BUS & EGR students

Ideas proposed/Recommendations

1. How can experiential learning opportunities** be enhanced for the future?
 - a. One student wasn't aware of project-based opportunities
 - i. Would like project-based learning to be incorporated into classes
 - b. Open internship credit to sophomore level (business major)
 - c. AVS major, told to look for internship on her own, most students don't have resources to know where to look
 - i. Create website with resources
 - ii. RhodyNet is confusing
 - d. Networking events, learn how to network – requested by poly sci
 - e. Engineering student: Add experiential & internship info to EGR 105
 - f. URI 101
 - i. Add major specific experiential learning and civic engagement information and opportunities.
 - g. Low level classes have little to no civic engagement (KIN major)
 - i. Found it through honors classes, but not everyone has that opportunity
 - h. Research classes – rather than tell them steps, have students do hands-on work, do your own research
 - i. looking for project based learning in classes with addition of community member involvement
 - j. Popular model is Honors Classes
 - k. Cooperative Learning in classes
 - l. Students were divided between wanting required internships in the curriculum vs using free elective credit or non-credit experiences (the nay-sayers didn't want the competition of all the other students looking for internships – and they wanted to be able to stand out more for having internship experiences)
 - m. EGR students can't take ITR credit because it would be wasted credits (no free electives in EGR major)
 - i. Doesn't want to pay for credits if it won't do anything towards graduation
 - n. Business didn't know you can have ITR for full semester – BUS 395?
 - o. Didn't know you can have an internship anywhere in the US f- poli sci student
 - p. Opportunities to get off campus incorporated into courses for project-based learning
 - q. Erica's Question: How can we get this info to you?

- i. Website need to be more engaging
 - 1. Promo videos
 - 2. Don't like list of majors
 - 3. Social media
 - 4. Advisors need to be more knowledgeable
 - a. a lot of advisors aren't useful
 - 5. something to tell you where different resources are
 - a. put on curriculum sheet
- 2. What kinds of project-based learning and structured experiences should be part of a URI student's experience?
 - a. Accounting
 - b. Incorporate it into labs – usually lab TA talking off a powerpoint, there isn't much really hands on things
 - i. KIN and EGR majors want more hands on
 - ii. AVS is happy with lab model
 - iii. EGR has a MatLab course, feels like they won't ever use it in the real world, have major specific courses
 - c. BUS students are taught Given Tompkins System, but no one in the real world uses it, they use Bloomberg which is not taught at URI
 - d. A lot of opportunities exist but aren't marketed to students well
 - e. Lacking opportunities to Freshmen and Sophomores, currently it is just lectures
 - f. Explore different options in majors and what minors complement them
 - i. Just launched this semester
 - ii. Does it have job opportunities linked with the jobs
- 3. What kinds of J-term or summer experiential opportunities would enhance the student experience?
 - a. Internship
 - i. Thinks J-term would be good for travel courses – short and intense
 - 1. Current j-term travel course and ITR course model is good
 - a. It is VERY major specific
 - 2. EGR students want opportunities to go abroad in such a fashion

Notable Issues, Questions, Challenges:

Send completed notes template to : morrissey@uri.edu no later than April 23rd end of day. Thank you!!