

ELI ADVISOR GUIDE

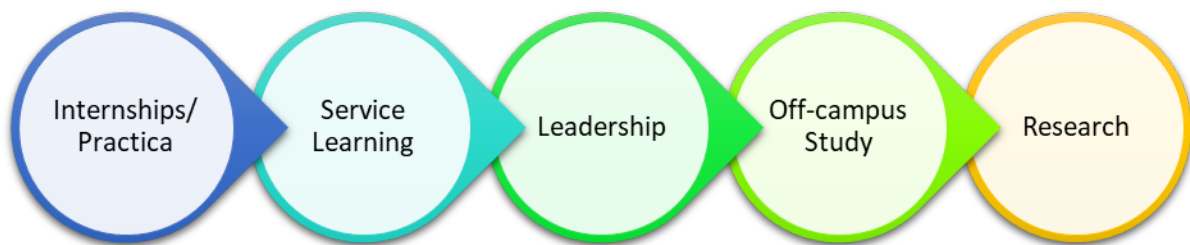
What You Need to Know to
Advise an ELI Experience



The Experiential Learning Initiative (ELI) at Messiah University

All undergraduate students participate in an approved experiential learning activity that supports their professional development and compels them to reflect on the meaning of community. We define Experiential Learning as occurring when students engage in a guided process where they are challenged to learn, apply and integrate knowledge and skills in an authentic context. ELI-approved experiences are available in the following areas: Internships/Practica, Service Learning, Leadership, Off-Campus Programs and Undergraduate Research.

Experiential learning occurs when students engage in a guided process where they are challenged to learn, apply and integrate knowledge and skills in an authentic context.



The extent to which experiential learning is valuable to one's personal, professional and community development is dependent upon a systematic process that facilitates a student's ability to synthesize, reflect on, connect to, and articulate the value to a target audience.

High quality experiential learning has existed for many years in several forms inside and outside of the classroom at Messiah University. Through the addition of carefully designed reflection prompts, the Experiential Learning Initiative (ELI) has taken our experiential learning programs to a new level by giving every student the opportunity to cultivate greater connection to and application of their learning to various life contexts.

Additional ELI Facts

- ELI is considered a common learning requirement and appears in a student's Degree Audit.
- Students must have completed a **minimum of 24 credits** prior to completing an approved experience to fulfill their ELI requirement. For transfer students, credits from other institutions will be considered toward the 24 credit requirement.
- ELI experiences must involve a minimum of **40 hours** of applied learning.
- Prior experiences that occur outside of Messiah are not eligible to meet the ELI requirement.

- While students are only required to do one ELI-approved experience, they are encouraged, as manageable, to consider doing more than one of these experiences.

Signature Components of an ELI Experience

To complement the unique features and learning outcomes inherent with each of the ELI-approved experiences, there are four signature components that make an experience distinctly ELI. These components ensure that the institutional ELI goals of professional development and community engagement are met.

I. Learning Objectives, Learning Goals + Outcome Prompts

Learning Objectives

All ELI experiences are designed to accomplish two basic student learning objectives related to professional development and community engagement.

*Courses delivered as ELI must display the course objectives on the syllabus:

(By the end of the course/ELI experience students will):

- Set a personal goal, track one's progress, and follow it through to completion. (Self-Awareness)
- Exhibit professional skills such as time management and self-presentation, in person and online. (Self-Awareness)
- Articulate skills gained through the ELI experience transferable to a professional context. (Self-Awareness)
- Describe the meaning of community and identify ways to engage in/contribute to community in the future. (Ethics and Civic Responsibility)

Individual Learning Goals

Within the first couple of weeks of the experience, students must articulate learning goals based on the following prompts:

1. **PROFESSIONAL DEVELOPMENT:** *Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?*
2. **COMMUNITY ENGAGEMENT:** *What do you hope to learn about community or do as a member of a community from your experience? "Community" can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah University or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.*

***To assist students in setting quality goals, it is recommended that students use the SMART goal setting method:**

Specific - *What exactly is it that I want to learn or accomplish?*

Measurable - *How will I demonstrate that I've learned/accomplished it?*

Achievable - *What steps will I take to learn this?*

Relevance - *How is this related to my personal and professional growth?*

Time bound - *By when will I complete this?*

OUTCOMES

At the conclusion of the experience, students will document the outcomes of their learning goals:

Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).

2. ELI Reflection Questions

Regardless of the type of experience, students participating in an ELI-approved experience must respond to the following reflection questions at the conclusion of the experience.

- 1. What knowledge and skills were you able to hone or gain in this ELI experience that you could apply within a professional context? Describe and give examples from your ELI experience of at least two transferable skills you gained/honed from the experience. For example, communication (speaking, listening, interpersonal), adaptability, creativity, team work, leadership, problem solving, critical thinking, conflict resolution, decision making, and time management are all valuable, transferable professional skills. Describe how or why those skills might benefit you in a professional setting in the future.*
- 2. What did "community" look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.*

Additional (optional) questions to consider posing to your student(s):

- Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you?*
- How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional?*

- *Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem.*
- *Provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience.*

3. Career Application

A career application is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant for an intended audience. At the conclusion of the experience, students must practice articulating the transferable skills and competencies resulting from the experience which are relevant to an external audience, such as a future employer or graduate program.

Career applications can take the following forms. The advisory teams for each experience have identified the range of career application options that students can complete from the list below:

- Résumé
- Mock Interview
- LinkedIn Profile
- ePortfolio
- Personal Website
- Video/Digital Story

4. Student-Advisor Relationship

The final signature component of an ELI experience is the advising relationship. Advisors are significantly instrumental in helping students understand the value and benefit of an ELI experience as it relates to their professional and communal development. Advisors are expected to have a minimum of three touch points with their student(s), ideally at the beginning, middle, and end of the experience. It is also ideal that these touch points happen in a one-to-one fashion, although in the case of having multiple advisees, especially in a class context, group meetings may also work. Below is a list of questions to consider when meeting with students throughout the semester.

Touch points should address the following aspects of the experience:

1. BEGINNING

- Are the student's learning objectives clear and realistic? Do they follow the SMART goal setting method?
- How is the student feeling about the experience?

2. MID-POINT CHECK-IN

- How is the experience going?

- What progress is or isn't being made toward the student's learning objectives? Do revisions need to be made?
- What additional support does the student need?

3. END

- What feedback can you provide on the student's 1) **learning outcomes**, 2) **responses to reflection questions**, and 3) **career application**?
- What is the student most proud of? What does the student wish they had done differently?
- How did this experience influence the way the student thinks about their professional goals and community engagement?

Summary of ELI Advisor Responsibilities

ELI Advisors are responsible to ensure completion of the following:

- ELI Advisor orientation and training (as coordinated by the appropriate ELI co-chair).
- Initial meeting with student at the beginning of the experience to 1) communicate the value and benefit of participating in the experience, and 2) review learning goals (ideally, within the first two weeks of the experience). ****The format of how ELI materials are submitted by the student is at the discretion of the advisor.***
- Communicate with your student(s) how you can be accessed if they have questions or concerns.
- Mid-point check-in meeting to review progress toward goals.
- Final meeting with student to discuss: 1) learning outcomes, 2) responses to ELI reflection questions, and 3) career application.
- Complete the ELI assessment rubric. Instructions will be provided by your respective ELI co-chair. ****The rubric is the only ELI document that must be submitted to the ELI Co-Chairs of the respective experience area.*** All other ELI assignments are for the advisor only. The rubric provides official documentation of the student's completion of the ELI elements of the experience.
- Share exemplary career applications (with the permission of the student) with ELI co-chairs of your respective ELI experience.

IMPORTANT NOTE

Many of the ELI experiences have embedded the signature ELI learning components into the experience so that they are not optional even if a student has met his/her requirement. These experiences include: internships through the Career and Professional Development Center; semester-long study abroad programs; cross-cultural courses; service learning courses; and approved student leadership positions.

Students participating in more than one of these experiences may inquire as to why they need to complete these requirements multiple times. It's important for advisors to articulate the value of this approach. Rationale includes:

- Research supports that intentional reflection-based pedagogy for experiential learning helps students get the most from their experience.
- Every experience is unique and therefore should have unique learning objectives and outcomes – setting new goals and reporting on them annually is a very common practice in the professional world.
- For students participating in the *same* experience more than once (e.g. being an RA two years in a row), this provides an opportunity to advance the level of intentional skill development and practice articulating the transferability of those skills.

Professional Learning Communities (PLC)

PLCs provide an opportunity for ELI advisors to connect with other advisors within a specific experience and share/receive information on best practices. PLCs are facilitated by the co-chairs of each experience.

ELI Contact Information

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Assessment Rubric for All ELI Experiences

Student Name: _____ Experience Category: Internship/Practicum Service Learning Off-Campus Prog Leadership Research

***In order for students to successfully fulfill the ELI Requirement, they must obtain at least nine (9) points on this rubric.**

Item evaluated	Dimension & Mapping	Exemplary 4	Proficient 3	Basic 2	Below Basic 1
Reflection Question 1	Professional Development Self-Awareness ULO	Student articulates at least two transferable skills, connecting the demonstration of that skill in the ELI experience to its value as a professional skill. Student demonstrates advanced ability to articulate the value of their transferable skill in a professional context.	Student effectively articulates at least two transferable skills, connecting the demonstration of that skill in the ELI experience to its value as a professional skill.	Student's identification and description of their transferable skills are not adequately connected to the ELI and/or the skill's value in a professional context.	Student does not identify two transferable skills and/or does not connect them to the ELI and a professional context.
Reflection Question 2	Community Engagement Social Responsibility ULO	Student articulates with particular depth, insight, or detail the meaning of community in their ELI context, what s/he learned about community from the experience, and ways they envision engaging in/contributing to community in the future	Student effectively articulates the meaning of community in their ELI context, describes what s/he learned about community from the experience, and identifies at least one way they envision engaging in/contributing to community in the future	Student's response does not adequately connect their description of community to the ELI experience or does not adequately describe one way they envision engaging in/contributing to community in the future	Student does not articulate the meaning of community in their ELI context, or does not describe what s/he learned about community, or does not describe future contributions to community
Career Application	Professional Development Self-awareness ULO	Student demonstrates advanced ability to articulate transferable skills from the ELI and present them compellingly in the career application format	Career application effectively articulates professionally transferable skills gained in the ELI and presents them in a format appropriate to the application type (resume, portfolio, etc.)	Career application either does not effectively articulate professionally transferable skills or does not present them in a format appropriate to the application type (resume, portfolio, etc.)	Career application does not articulate professionally transferable skills, does not present content in a format appropriate to the application type (resume, portfolio, etc.)