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*Experiential Learning Matrix and Program Description*

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<b>Types of Experiential Learning</b>	<b>Meaningful Service</b>	<b>Academic Learning</b>	<b>Civic Responsibility/ Reflection</b>
<b>Volunteerism/Community Service</b> – Conducted to fulfill an unmet community need; learning may occur in a non-formal manner; volunteers complete any type of task needed by the community-based organization; location and commitment is based on volunteer’s interests.	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>Work-based Learning, including Internships</b> – Help students develop skills needed in their professions; emphasis is on the student benefits more than the community benefits; does not address the community need or sense of citizenry; usually related to major or career interests.	<b>Yes*</b>	<b>Yes</b>	<b>No</b>
<b>Service-Learning</b> – Intentional connection between academic learning and community service; includes an awareness and understanding of civic responsibility; service is integral to learning as any other instructional tool; genuine sense of reciprocity.	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
<i>*Most internships do not involve working with community-based organizations.</i>			

The College’s Career Services Center oversees the development and delivery of many of these experiential learning activities, including internships and applied learning, which are often identified and secured through partnerships with the College’s Career Technical Education programs. To allow students the opportunity to gain work experience in areas related to their major or interest, the Career Services Center solicits and encourages employers to list internships opportunities for students as part of the College’s Internship Program. Students can earn transferrable credit by participating in one of the College’s internships, some of which are even paid. Although there are no class meetings for students enrolled in an internship class, students are asked to complete online class assignments, but class time is spent at the internship site. Besides enabling students to connect work experiences with their academics, this program also stimulates students to redirect their educational plans based on what they learn or confirm during their internship experience.

The success of this program is the direct result of continued program assessment and improvement. Program staff assist students to develop up to three measurable learning outcomes

that help students plan their internship and gain the most out of their experience; faculty, students, and program staff work together to ensure that the internship complements not only the student's educational and career goals, but also what the student is learning in class. At the end of the program, students are required to write a paper that assesses their experience, specifically addressing the learning outcomes they established at the beginning of the program.

While the College has offered internships for decades, applied learning is new to the College. Applied learning is designed to facilitate and support faculty, students, and non-profit community agencies in the integration of students' in-class activities with community service experiences. The idea of applied learning grew out of a desire by the Philosophy and Social Sciences Department, the associated Public Policy Program, and the GRIT initiative<sup>1</sup> to engage students in civic-minded activities that build upon class content. For example students studying environmental politics have the opportunity to get involved in workshops, projects, and activities organized by the College's Center for Environmental and Urban Studies (CEUS), thus applying the concepts learned in class to real-life activities. However, integrating applied learning into one's class requires a good deal of time and investment on the part of the instructor. As such, the College recently hired a Senior Career Services Adviser to develop the Applied Learning Program and support faculty from various departments as they integrate applied learning into their classes.

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<sup>1</sup> Evidence: <http://www.smc.edu/ACG/DistrictPlanningPolicies/GRIT/Pages/default.aspx>