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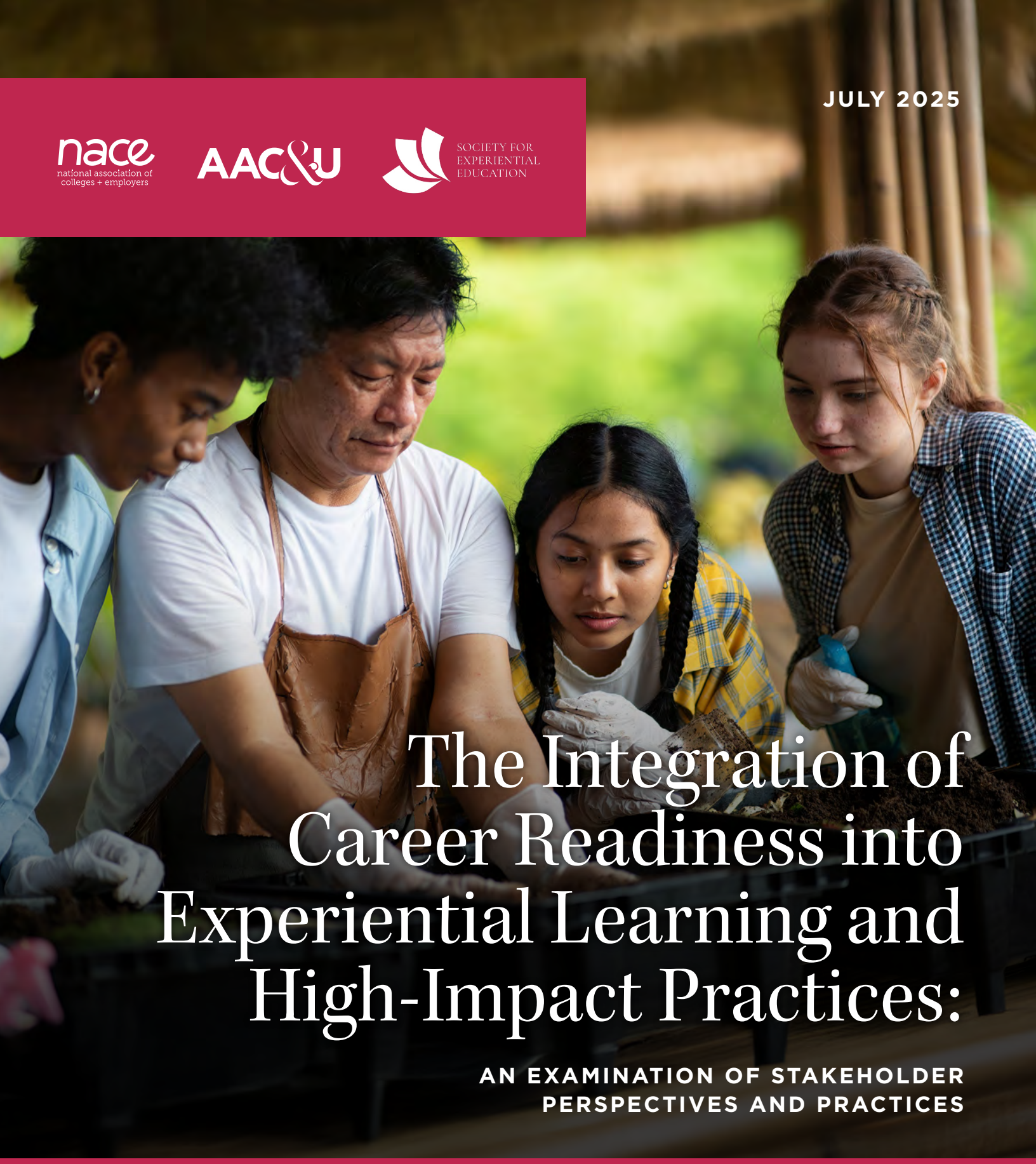
SOCIETY FOR EXPERIENTIAL EDUCATION

JULY 2025



The Integration of Career Readiness into Experiential Learning and High-Impact Practices:

AN EXAMINATION OF STAKEHOLDER PERSPECTIVES AND PRACTICES

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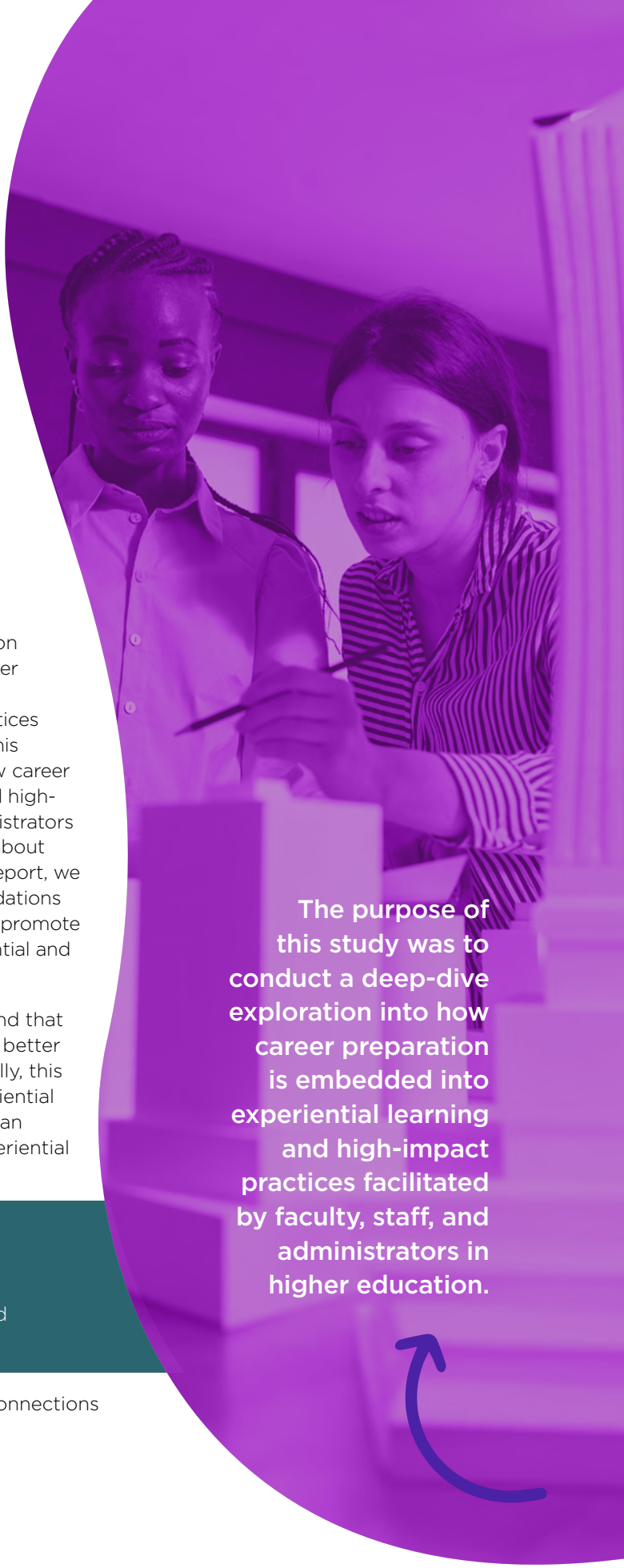
Introduction

In the spring of 2024, the National Association of Colleges and Employers (NACE), the American Association of Colleges and Universities (AAC&U) and the Society for Experiential Education (SEE) released **Faculty Attitudes and Behaviors: The Integration of Career Readiness Into the Curriculum**; the report highlighted data from a joint survey that demonstrate the many ways faculty support career readiness in higher education. We found that faculty play a distinct role in the learning and development of students in higher education, including in their career readiness and professional development. Our research laid out the broad landscape of the integration of careers into the classroom.



In the fall of 2024, NACE, AAC&U, and SEE expanded on and deepened this work with a follow-up study to better understand how faculty, staff, and administrators are connecting experiential and high-impact learning practices with career preparation for students. The purpose of this study was to conduct a deep-dive exploration into how career preparation is embedded into experiential learning and high-impact practices facilitated by faculty, staff, and administrators in higher education. (Note: Demographic information about the respondents is provided in the Appendix.) In this report, we highlight findings from the study and offer recommendations to faculty, staff, and institutions of higher education to promote greater innovation and intentionality in linking experiential and high-impact learning with career readiness.

A **2025 NACE study** of early career professionals found that students that participate in experiential learning have better career outcomes than students who do not. Specifically, this study found that those who participated in any experiential learning reported several more positive—outcomes than their counterparts who did not participate in any experiential learning. These benefits include:

- Faster than expected career progression;
- Higher rates of career satisfaction;
- Higher rates of having a mentor in the workplace;
- Higher rates of having a network to draw upon; and
- An average of $15,000 more in their salaries.

These data point to the need to dig further into the connections between career preparation and experiential learning.

The purpose of this study was to conduct a deep-dive exploration into how career preparation is embedded into experiential learning and high-impact practices facilitated by faculty, staff, and administrators in higher education.

Results & Analysis

Who within the higher education ecosystem is facilitating high-impact practices and experiences? How are these practices and experiences being connected to students' career readiness?

A Pivotal Moment in Experiential Learning and High-Impact Practices

The ubiquity of experiential learning programs across higher education institutions has been highlighted in recent scholarship (Heinrich and Green, 2020; Green, 2021). Experiential learning and high-impact practices exist across colleges and universities - in courses and academic programs, career centers, experiential learning units, leadership programs, research centers, community engagement centers, honors programs, and numerous other organizational structures. These practices also include a range of stakeholders, such as faculty, staff, administrators, students, and external partners, who contribute to the creation of an experiential learning ecosystem.

In 2024, SEE engaged in a 20-month, design-thinking process exploring the definitions of experiential education, emerging with frameworks (prototypes) anchored in an experiential ecosystem (Heinrich and Green, 2025). In effect, Heinrich and Green (2025) suggest we are at a pivotal moment in higher education as our practices have become more specialized across the variety of experiential education programs. Recognizing this pivotal moment, SEE's exploration into the experiential learning ecosystem resulted in a call to action to further investigate experiential learning practices and programs.

One of the most widely cited and recognized monographs on high-impact practices is Kuh's *High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (2008). Released nearly two decades ago, it provides a foundation for considering not just the efficacy of individual experiential learning practices, but also what it means to consider their collective impact across programs. Drawing from punctuated equilibrium frameworks, this pivotal moment of experiential learning and high-impact practices invites us to examine practices and approaches more deeply while recognizing the ecosystem in which these practices reside (Heinrich and Green, 2025). Given this, there is reason to ask new questions about the effects of high-impact practices and experiential learning on students' learning and development. Some of those questions include who within the higher education ecosystem is facilitating these practices and experiences as well as the degree to which these practices and experiences are being connected with efforts to prepare students for career success.

We recognize there are many professionals involved in experiential learning programs and high-impact practices, including faculty, staff, and administrators in higher education. Our inquiry explores how these educators and administrators approach the practice and implementation. However, before considering if and how faculty, staff, and administrators might be connecting career readiness with high-impact learning, we first examine two foundational questions with regard to these practices.

- First, what is the degree to which faculty, staff, and administrators are using high-impact practices?
- And, second, to what degree are faculty, staff, and administrators incorporating elements of quality within these experiences?

As Kuh noted back in 2008, "While high-impact activities are appealing … to engage students at high levels, these practices must be *done well*" (emphases in original).

Use, Implementation, and Quality of High-Impact Practices

Given that the ubiquity of experiential learning and high-impact practices, in some form or another, we would expect high levels of adoption of these practices. Additionally, given articulations of what's defines quality elements of high-impact practices have been identified (see Kuh, O'Donnell, 2013, and Moore 2023) more than a decade ago, we would also anticipate a fairly high degree of integration of these dimensions across faculty, staff, and administrators.

Despite these expectations, we found that only about one-quarter (24.6%) of respondents, overall, indicated that they were regularly involved in facilitating, leading, or organizing specific high-impact practices or experiential learning opportunities, either through the curriculum or co-curriculum. This finding suggests there is considerable room to increase the implementation of these evidence-based practices across stakeholders. (See Tables 1 through 6.)

8 KEY ELEMENTS TO HIGH IMPACT PRACTICES

Performance expectations set at appropriately high levels

Significant investment of concentrated effort by students over an extended period of time

Interactions with faculty and peers about substantive matters

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Frequent, timely, and constructive feedback

Opportunities to discover relevance of learning through real-world applications

Public demonstration of competence

Periodic, structured opportunities to reflect and integrate learning

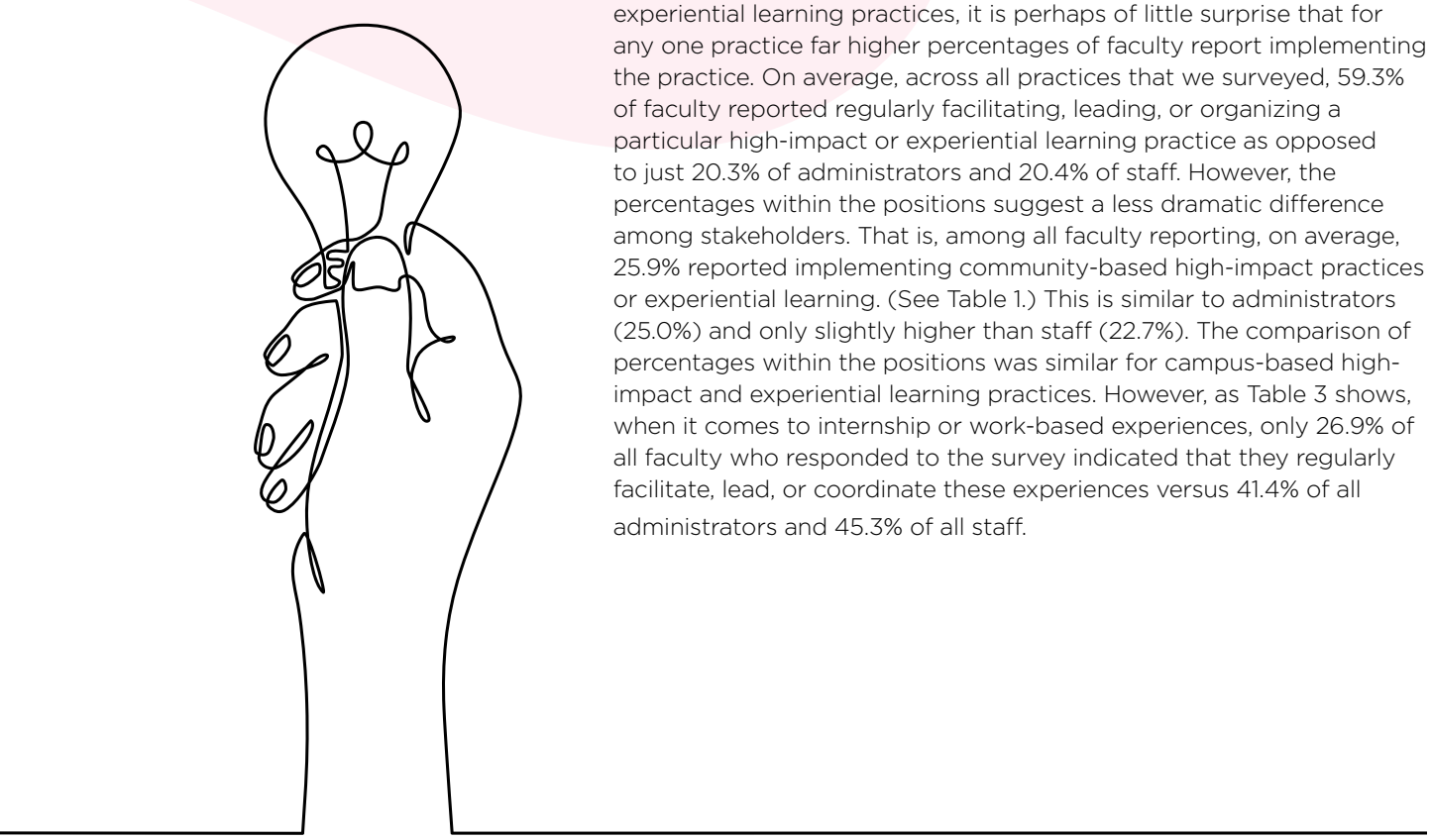
Source: Kuh, G.D, O'Donnell, K., & Reed, S. (2013). Ensuring quality and taking high-impact practices to scale. Washington, DC: Association of American Colleges and Universities.

59.3%
of **faculty**

20.3%
of **administrators**

20.4%
of **staff**

reported regularly facilitating, leading, or organizing a particular high-impact or experiential learning practice



High Impact Practices – A Closer Look

The following section presents the disaggregated results across a series of variables. For ease of presentation we borrow Valentine, Price, and Yang's(2021) typology that groups high-impact practices according to whether they largely take place on or off campus. Valentine, et al. characterize these as "campus-based" and "community-based." We do not analyze the impact differences between these categories, but we use this typology to simplify findings. Additionally, given this study's focus on career readiness, we also isolate stakeholder engagement by position and discipline according to those experiences that directly involve employment, such as student employment, or a work-based setting, such as internships and work study.

In examining how a respondent's position—as an administrator or member of the faculty or staff—influences the degree to which they report regularly facilitating, leading, or organizing high-impact and experiential learning practices, it is perhaps of little surprise that for any one practice far higher percentages of faculty report implementing the practice. On average, across all practices that we surveyed, 59.3% of faculty reported regularly facilitating, leading, or organizing a particular high-impact or experiential learning practice as opposed to just 20.3% of administrators and 20.4% of staff. However, the percentages within the positions suggest a less dramatic difference among stakeholders. That is, among all faculty reporting, on average, 25.9% reported implementing community-based high-impact practices or experiential learning. (See Table 1.) This is similar to administrators (25.0%) and only slightly higher than staff (22.7%). The comparison of percentages within the positions was similar for campus-based high-impact and experiential learning practices. However, as Table 3 shows, when it comes to internship or work-based experiences, only 26.9% of all faculty who responded to the survey indicated that they regularly facilitate, lead, or coordinate these experiences versus 41.4% of all administrators and 45.3% of all staff.

TABLE 1

COMMUNITY-BASED EXPERIENTIAL LEARNING AND HIGH-IMPACT PRACTICES DIFFERENCES BY POSITION

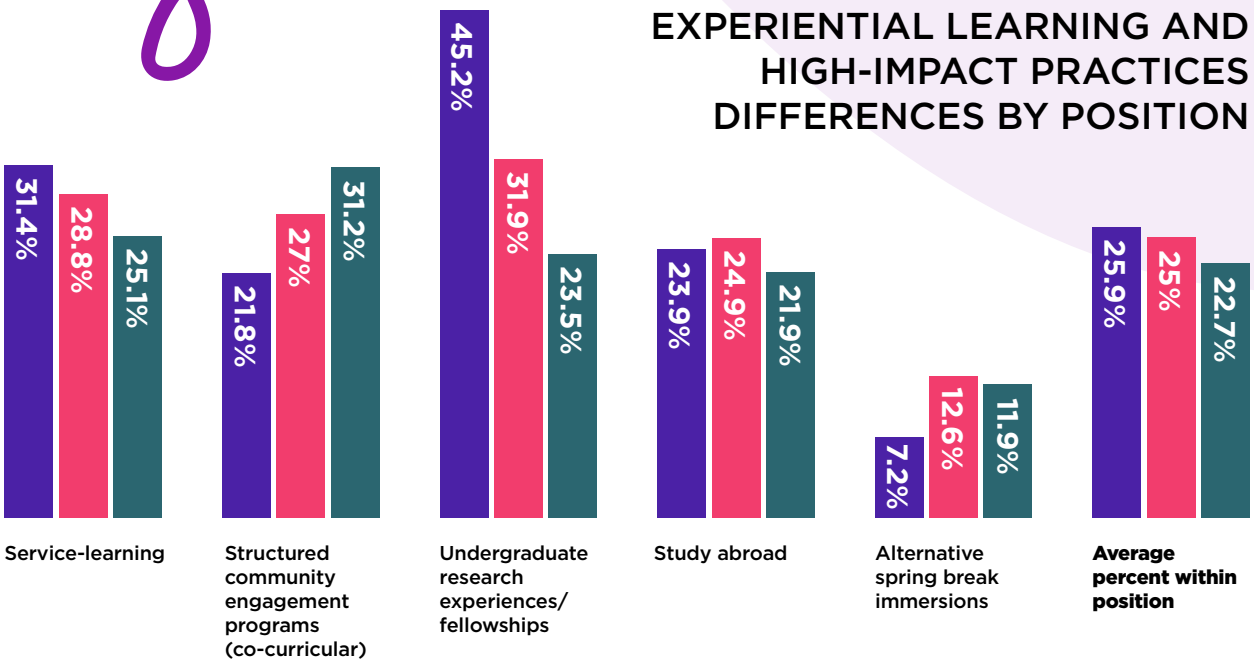


TABLE 2

CAMPUS-BASED EXPERIENTIAL LEARNING AND HIGH-IMPACT PRACTICES DIFFERENCES BY POSITION

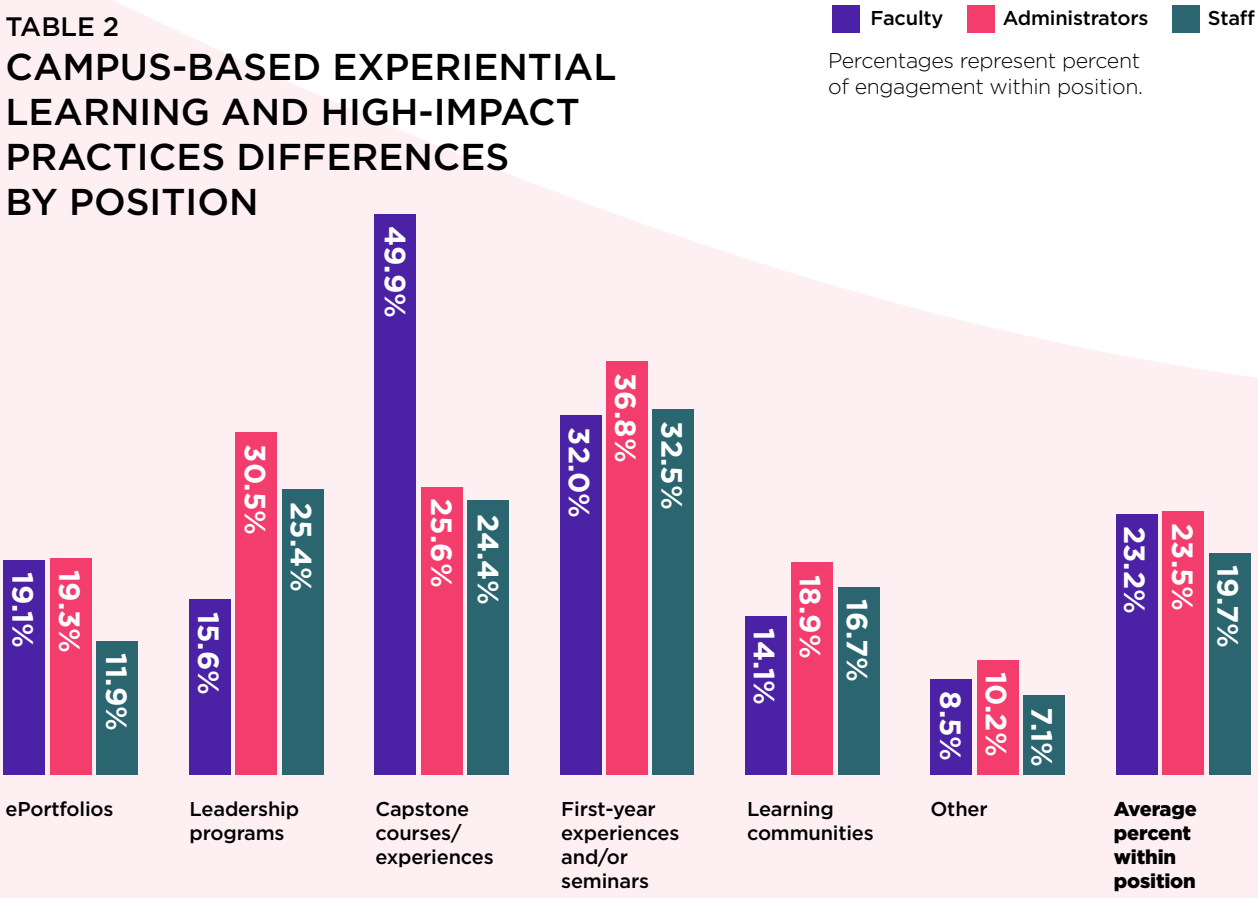


TABLE 3

INTERNSHIPS, WORK STUDY, OR STUDENT EMPLOYMENT EXPERIENTIAL LEARNING DIFFERENCES BY POSITION

Percentages represent percent of engagement within position.

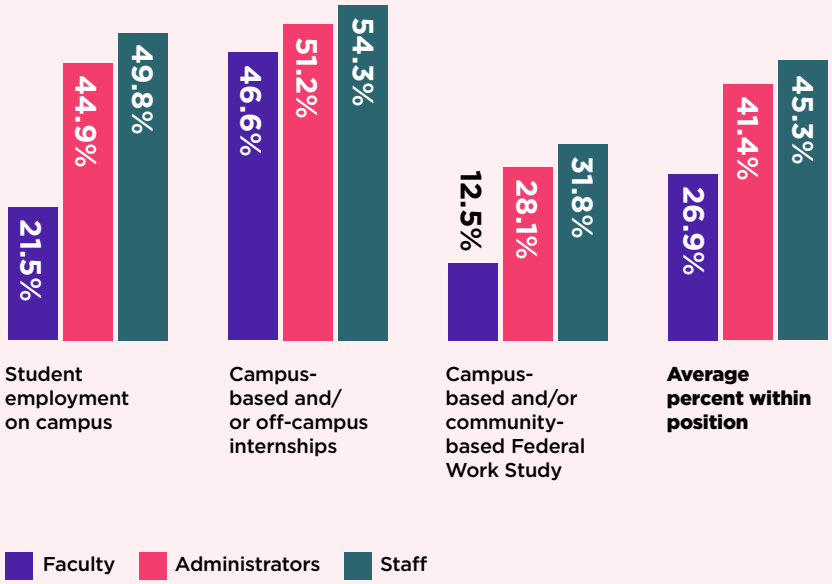


TABLE 4

COMMUNITY-BASED EXPERIENTIAL LEARNING DIFFERENCES BY DISCIPLINE

percentages in the table represent percent of engagement within discipline

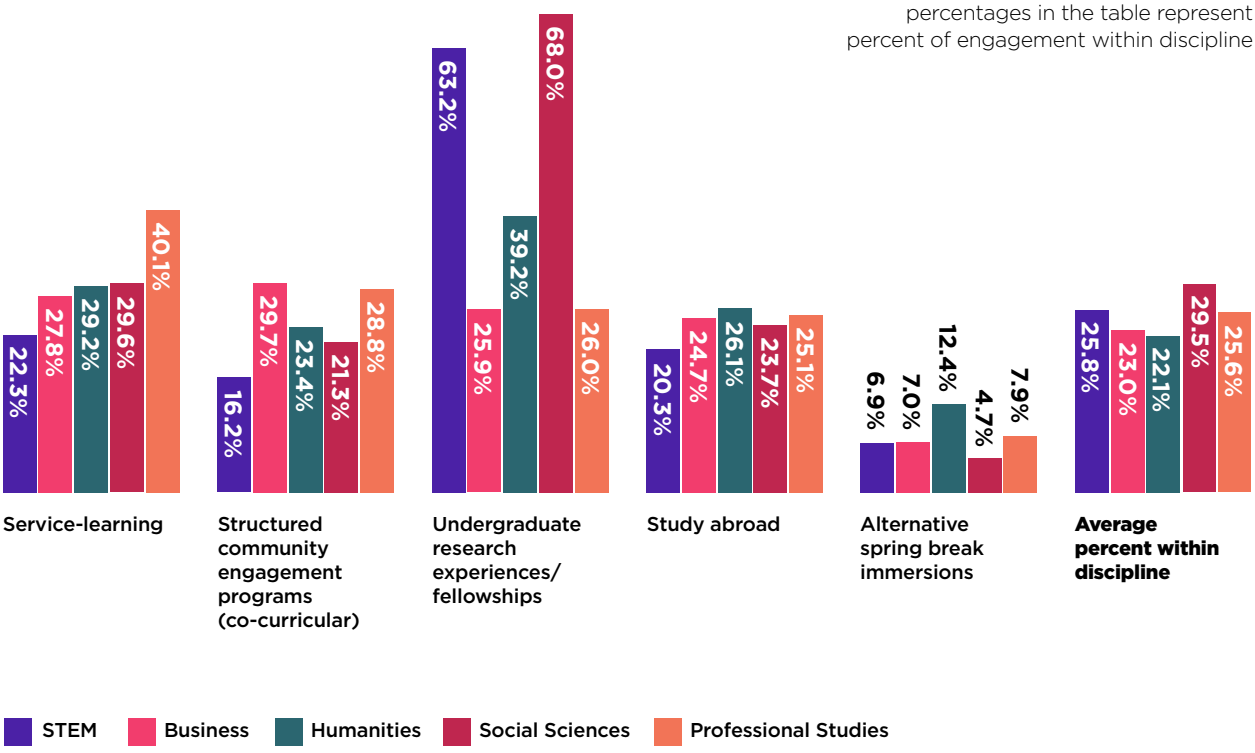


TABLE 5

CAMPUS-BASED EXPERIENTIAL LEARNING DIFFERENCES BY DISCIPLINE

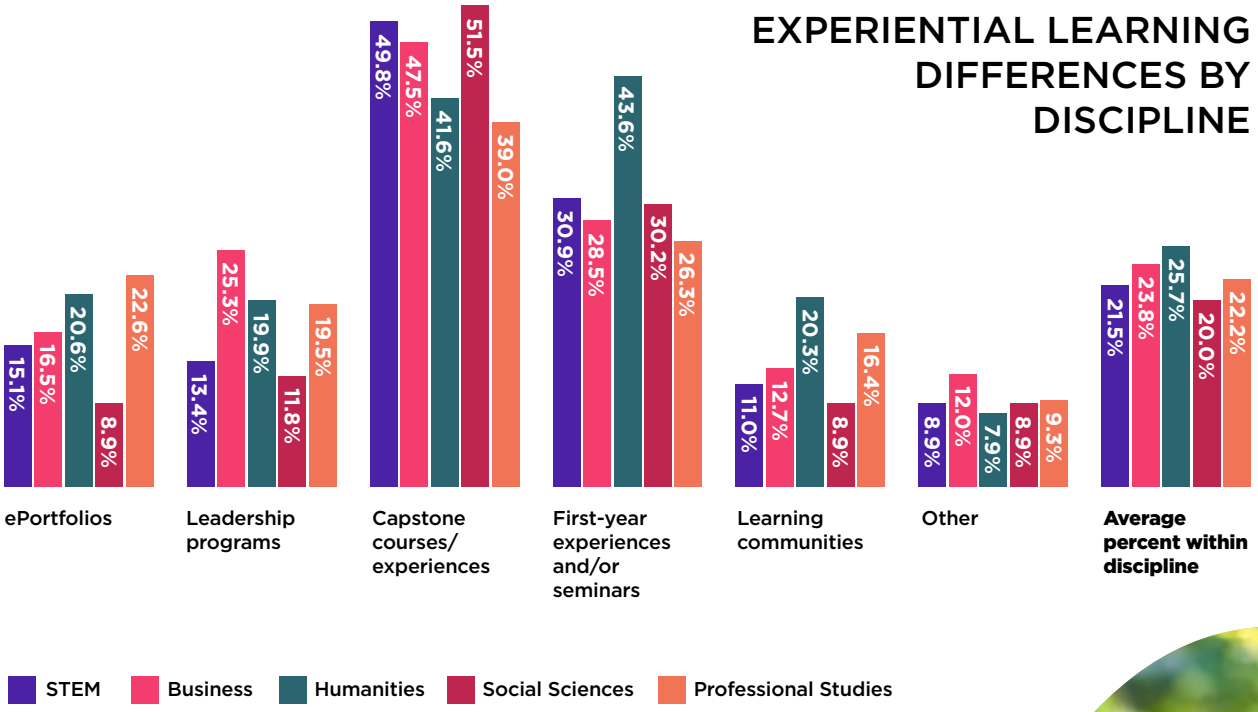
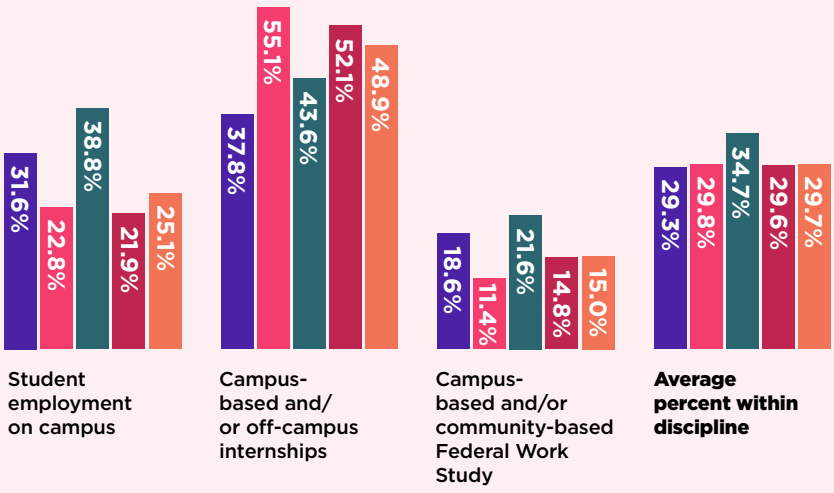


TABLE 6

INTERNSHIPS, WORK STUDY, OR STUDENT EMPLOYMENT EXPERIENTIAL LEARNING DIFFERENCES BY DISCIPLINE



Quality Dimensions of Experiential Learning and High Impact Practices

Fewer than half (47.7%) of respondents reported that they "always" integrated any of the eight dimensions of quality provided as options within the high-impact or experiential learning opportunities they regularly lead/facilitate. (See Table 7.)

Among the options provided, the quality dimensions with the highest percentages of faculty, staff, and administrators reporting "always" incorporating are:

1. application to real-world problems or issues (56.9%),
2. student reflection (55.6%), and
3. consistent feedback (54.5%).

It is striking that the two quality dimensions with the lowest percentages of respondents reporting that they "always" incorporate these involve the facilitation of relationships, either with peers, faculty, or staff on campus (45.0%) or with stakeholders beyond campus (27.1%).

TABLE 7

FREQUENCY OF INTEGRATING HIGH-IMPACT AND EXPERIENTIAL LEARNING OPPORTUNITIES

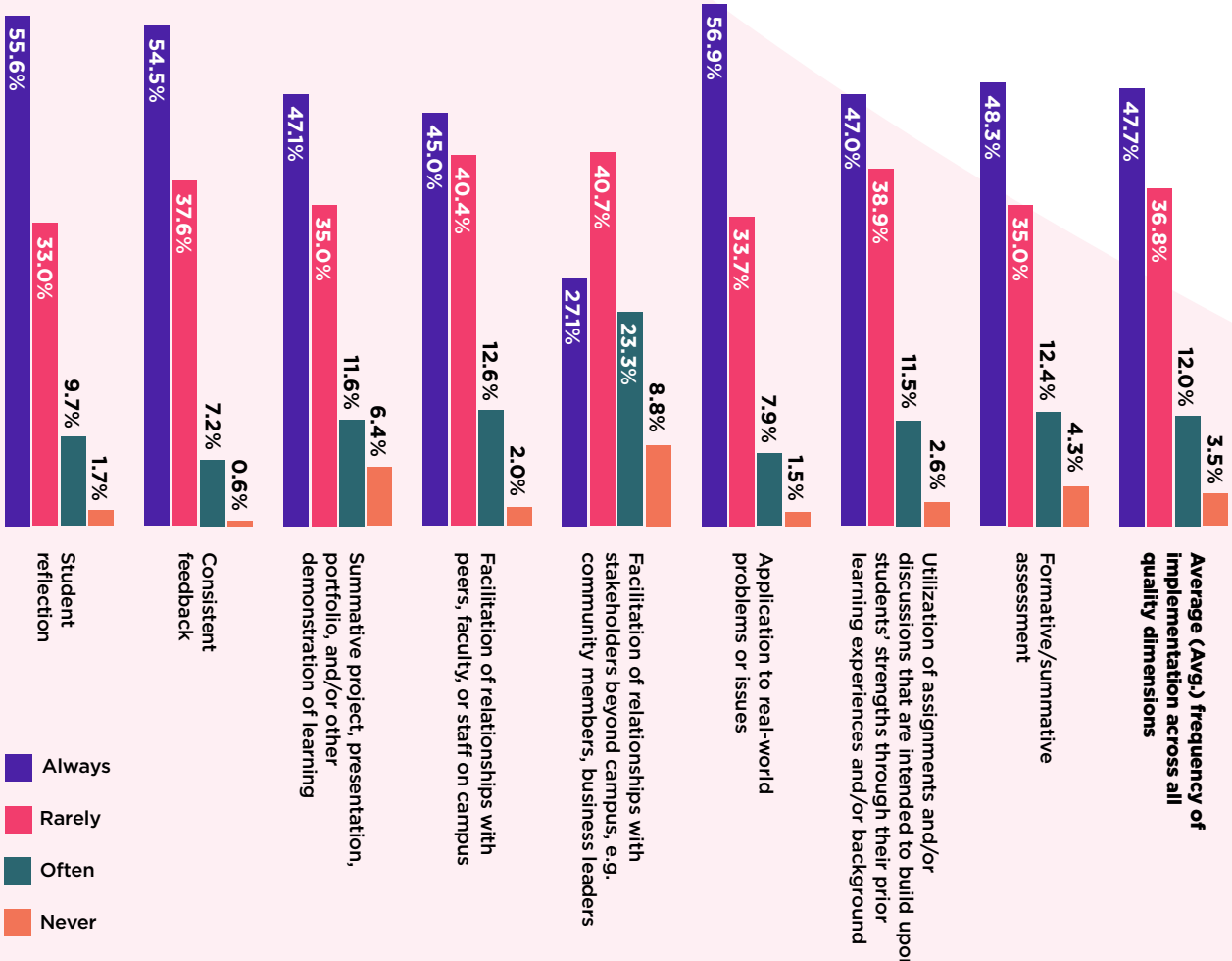
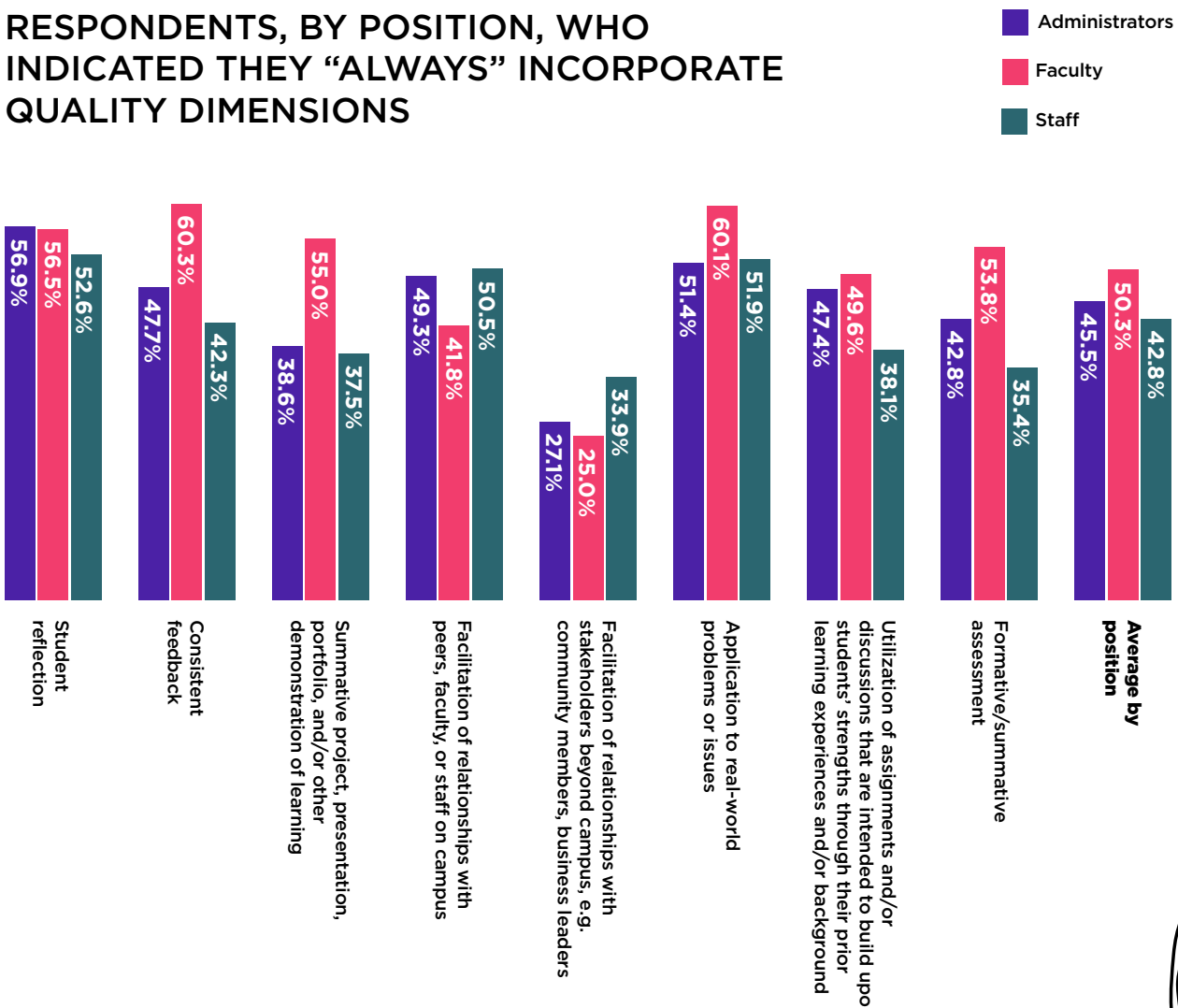


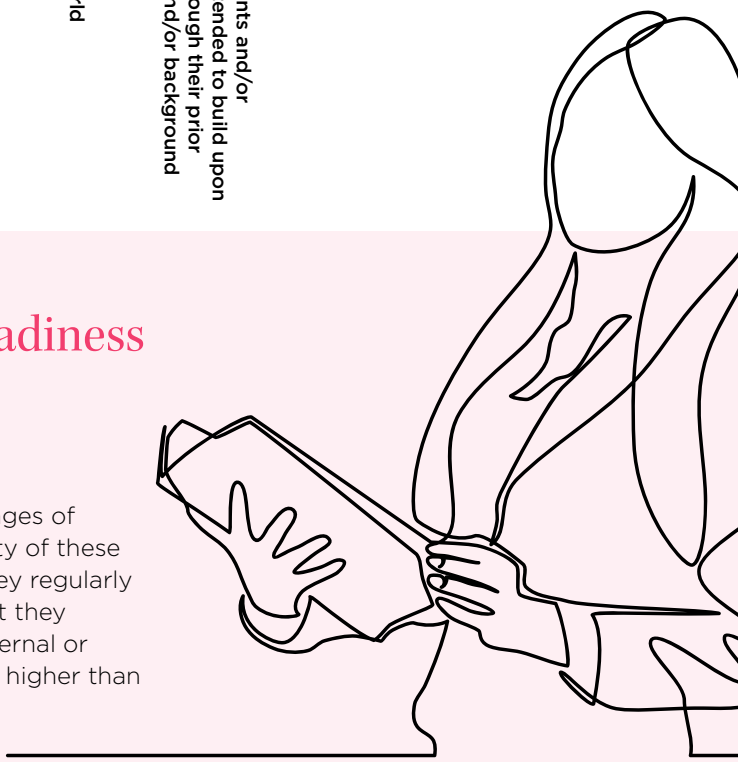
TABLE 8

RESPONDENTS, BY POSITION, WHO INDICATED THEY "ALWAYS" INCORPORATE QUALITY DIMENSIONS



Top Practices Integrating Career Readiness into High-Impact and Experiential Learning by Discipline

Across the eight quality dimensions surveyed, higher percentages of faculty, relative to staff, reported "always" integrating a majority of these dimensions within high-impact or experiential learning that they regularly facilitate orlead. However, the rate at which staff indicated that they "always" include the facilitation of relationships, either with internal or external stakeholders, was approximately 9 percentage points higher than faculty. (See Table 8.)

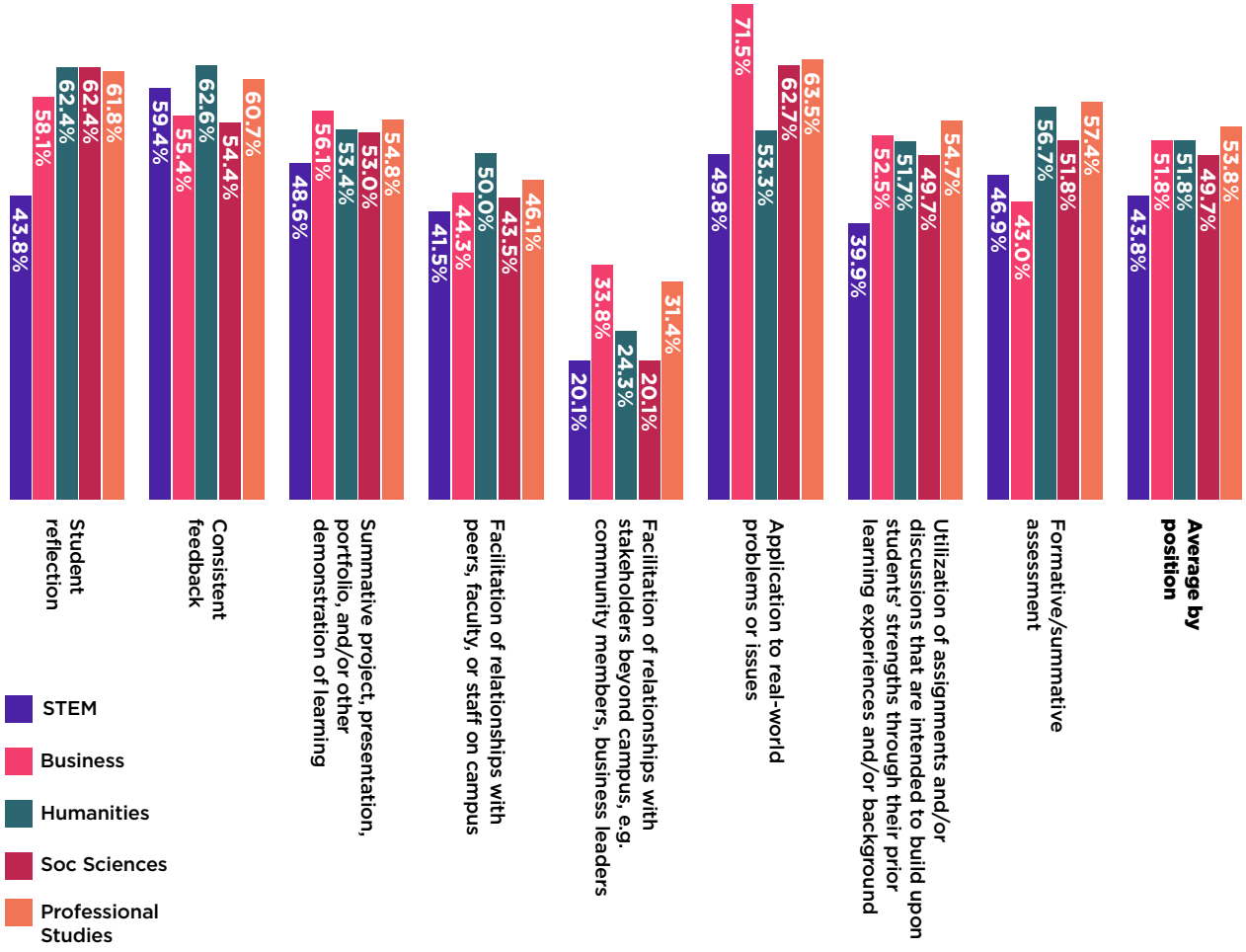


Differences among faculty regarding the integration of quality dimensions into high-impact or experiential learning practices was particularly striking when comparing across disciplines.

STEM faculty, for example, reported the lowest percentages of "always" integrating across six of the eight quality dimensions surveyed. By contrast, business and humanities faculty reported the highest percentages of "always" integrating in three out of eight categories. Social sciences faculty had the highest percentage of "always" integrating for only one quality dimension—student reflection (and this was a tie with Humanities). (See Table 9.)

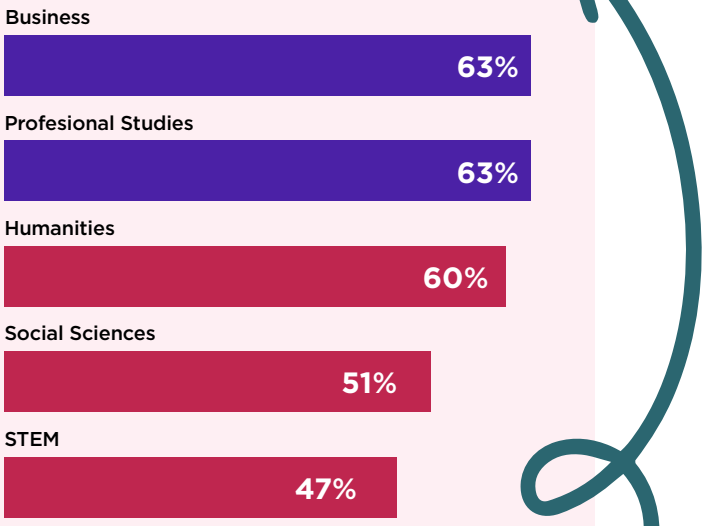
TABLE 9

RESPONDENTS, BY DISCIPLINE, WHO INDICATED THEY "ALWAYS" INCORPORATE CERTAIN QUALITY DIMENSIONS



Institutional Commitment towards Experiential Learning and High Impact Practices

PERCENT OF FACULTY, BY DISCIPLINE, WHO REPORT THAT THEIR INSTITUTION HAS ALIGNED CAREER COMPETENCIES WITH EXPERIENTIAL LEARNING



We also wanted to understand how respondents who facilitate experiential learning and high-impact practices perceive their institution's commitment to the integration of career into experiential learning and how they view career competencies within their experiential learning frameworks.

We found that 56% of respondents report that *their institution* has aligned career competencies with experiential learning/high-impact practices, 15% said *their institution* has not, and 29% were unsure.

Looking across discipline, Business and Professional Studies respondents were more likely to report that their institution has aligned career competencies with experiential learning (63% of both groups), followed by Humanities faculty (60%). In contrast, slightly more than half (51%) of Social Sciences faculty and 47% of STEM faculty reported the same.

Slight differences emerged among university positions, including for example staff (61%) were slightly more likely to report that their institution aligned broad student learning than were faculty (55%) or administrators (57%).

In addition, 21% of respondents reported that broad learning outcomes and career competencies are viewed as distinct and different at their institution. These respondents were relatively equally distributed throughout disciplines. Just 9% said that broad learning outcomes and career competencies are viewed as the same thing at their institution. Within that group, 14% of Business and 12% of Professional Studies faculty reported they are viewed as the same, as compared to 10% or less of STEM, Humanities and Social Science faculty. A significant majority of responding faculty—70%—reported that there are some broad learning outcomes that are also viewed as career competencies at their institution. Here larger shares of Social Sciences (71%), Humanities (71%) and STEM faculty (70%) reported that there are some broad learning outcomes that are also viewed as career competencies, while two-thirds of Professional Studies and 64% of STEM faculty reported the same.

Looking across university positions, 70% of faculty reported that there are some broad learning outcomes that are also viewed as career competencies, and another 10% reported that they are viewed as the same thing. Similarly, 71% of administrators reported that there are some broad learning outcomes that are also viewed as career competencies, but just 5% reported they are the same thing.

When asked specifically what they do to integrate careers into their experiential learning, 15% of respondents report that career preparation is the sole focus on their experiential learning, while three-quarters say that career preparation is a focus along with other outcomes. Just 2% said that career preparation is not a focus at all, and 8% see career preparation as an afterthought that they need to spend more time on.

90%

of respondents reported that they regularly connect career outcomes or skills within the experiential learning/high-impact practices that they lead or facilitate.

In regard to disciplinary differences, Business (20%) and Professional Studies (18%) respondents were more likely to report that career preparation is the sole focus of the experiential learning/high-impact practices they facilitate than STEM (16%), Humanities (14%) and Social Sciences (7%) respondents.

Interestingly, most respondents (90%) reported that they regularly connect career outcomes or skills within the experiential learning/high-impact practices that they lead orfacilitate. In addition, 88% regularly connect discussion of possible career pathways associated and 86% regularly connect with the experiential learning orhigh-impact practices that they lead orfacilitate with work-based problems or issues.

The top four ways that respondents' report that they integrate career readiness into the experiential learning and high-impact practices that they lead or facilitate are:

- Aligning career outcomes to help students identify and translate experiential learning/high-impact practice outcomes to career context;
- Aligning career-oriented assignments to help students identify and translate experiential learning to career contexts;
- Bringing in guest speakers from professional career fields and/or community organizations; and
- Adding a reflection on career skills over the course of the experiential learning/high-impact practice.

FIGURE 10

TOP PRACTICES TO ALIGN CAREER READINESS INTO COURSES BY DISCIPLINE

STEM

61%
Align career outcomes to help students identify and translate experiential learning/high-impact practice outcomes to career contexts.

56%
Align career-oriented assignments to help students identify and translate experiential learning to career contexts. / AND / Bring in guest speakers from professional career fields and/or community organizations.

50%
Include a brief statement identifying the professional skills and competencies that the experiential learning/high-impact practice is helping students develop for the future.

BUSINESS

74%
Bring in guest speakers from professional career fields and/or community organizations

72%
Align career-oriented assignments to help students identify and translate experiential learning to career contexts.

60%
Align career outcomes to help students identify and translate experiential learning/high-impact practice outcomes to career contexts

51%
Include a brief statement identifying the professional skills and competencies that the experiential learning/high-impact practice is helping students develop for the future. / AND / Have students complete a career-related project (for example, when teaching qualitative interview research methods have students conduct an informational job interview) over the course of the experiential learning/high-impact practice.

FIGURE 10, CONTINUED

TOP PRACTICES TO ALIGN CAREER READINESS INTO COURSES BY DISCIPLINE

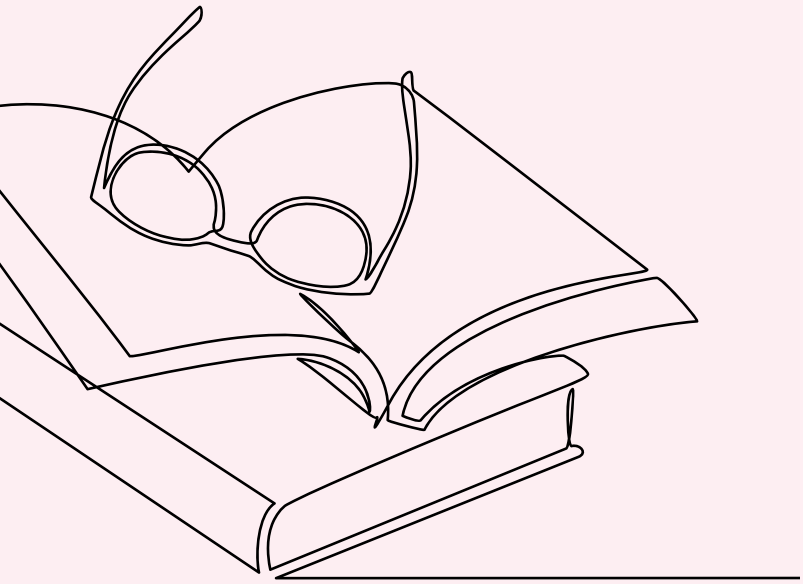
HUMANITIES

55%
Align career-oriented assignments to help students identify and translate experiential learning to career contexts.

54%
Bring in guest speakers from professional career fields and/or community organizations.

53%
Include a brief statement identifying the professional skills and competencies that the experiential learning/high-impact practice is helping students develop for the future.

49%
Add a reflection on career skills over the course of the experiential learning/high-impact practice. / AND / Align career outcomes to help students identify and translate experiential learning/high-impact practice outcomes to career contexts.



SOCIAL SCIENCES

60%
Align career-oriented assignments to help students identify and translate experiential learning to career contexts.

59%
Add a reflection on career skills over the course of the experiential learning/high-impact practice.

57%
Align career outcomes to help students identify and translate experiential learning/high-impact practice outcomes to career contexts/ AND / Bring in guest speakers from professional career fields and/or community organizations.

PROFESSIONAL STUDIES

66%
Align career-oriented assignments to help students identify and translate experiential learning to career contexts.

65%
Align career outcomes to help students identify and translate experiential learning/high-impact practice outcomes to career contexts.

63%
Bring in guest speakers from professional career fields and/or community organizations.

57%
Have students complete a career-related project over the course of the experiential learning/high-impact practice. (Example: When teaching qualitative interview research methods, have students conduct an informational job interview.)

Implications and Recommendations for Practice

Educators are at a pivotal moment for deeper exploration of the experiential learning and high-impact practices that have been evolving for decades. Experiential learning and high-impact practices serve a distinct and essential role in a student's college experience, connecting their academic experience to their career development and affecting their career pathways through applied experiences, skill development, and career competencies. The many constituencies involved—faculty, staff, administrators, external partners, employers, and students—and the many forms of experiential learning and high-impact practices create an experiential education ecosystem.

Deepening connections of career readiness within high-impact and experiential learning practices, while also attending to quality of implementation, requires increased awareness, established benchmarks of practice, and institutional support. Intentional connections to career development provide focused opportunities to enhance experiential learning and deepen practice. When faculty, staff, and administrators are aligned in supporting experiential learning and high-impact learning initiatives, student success increases.

The survey respondents indicate varied utilization of high-impact practices and experiential learning, yet there is clear indication of the opportunity to increase integration of these practices. With robust literature to support the significant learning that occurs with experiential learning and high-impact practices, one may assume these evidence-based strategies would be more pervasive. In fact, the survey responses revealed there are pockets of utilization at some institutions, but not necessarily pervasive and integrated adoption of experiential learning and high-impact practices. In addition, there is substantial opportunity to more intentionally and strategically connect these practices to career readiness.

The following stakeholder-specific (i.e. higher education administrators, faculty, and staff, such as career and experiential learning professionals) recommendations suggest pathways for connecting career preparation and development within experiential learning and high-impact practices. In addition, recommendations for how higher education institutions can support these initiatives are provided.

Recommendations for Institutions of Higher Education

- Support experiential learning and high-impact practices with necessary staffing and resources to foster an integrated approach.
- Provide educational development to faculty, staff, and administrators to build capacity around the most promising practices.
- Align career outcomes, career competencies, and learning outcomes with experiential learning and high-impact practices across disciplines.
- Support relationship development with external stakeholders, e.g., employers, community partners, with appropriate staffing and resources.

Recommendations for Faculty

- Increase training and professional development in experiential learning and high-impact practices to build capacity for these evidence-based pedagogies.
- Foster and strengthen relationships with external stakeholders to enhance experiential learning and high-impact practices.
- Increase experiential learning and high-impact learning opportunities for students.
- Continue to explicitly align experiential learning and high-impact practices with career outcomes.

Recommendations for Staff

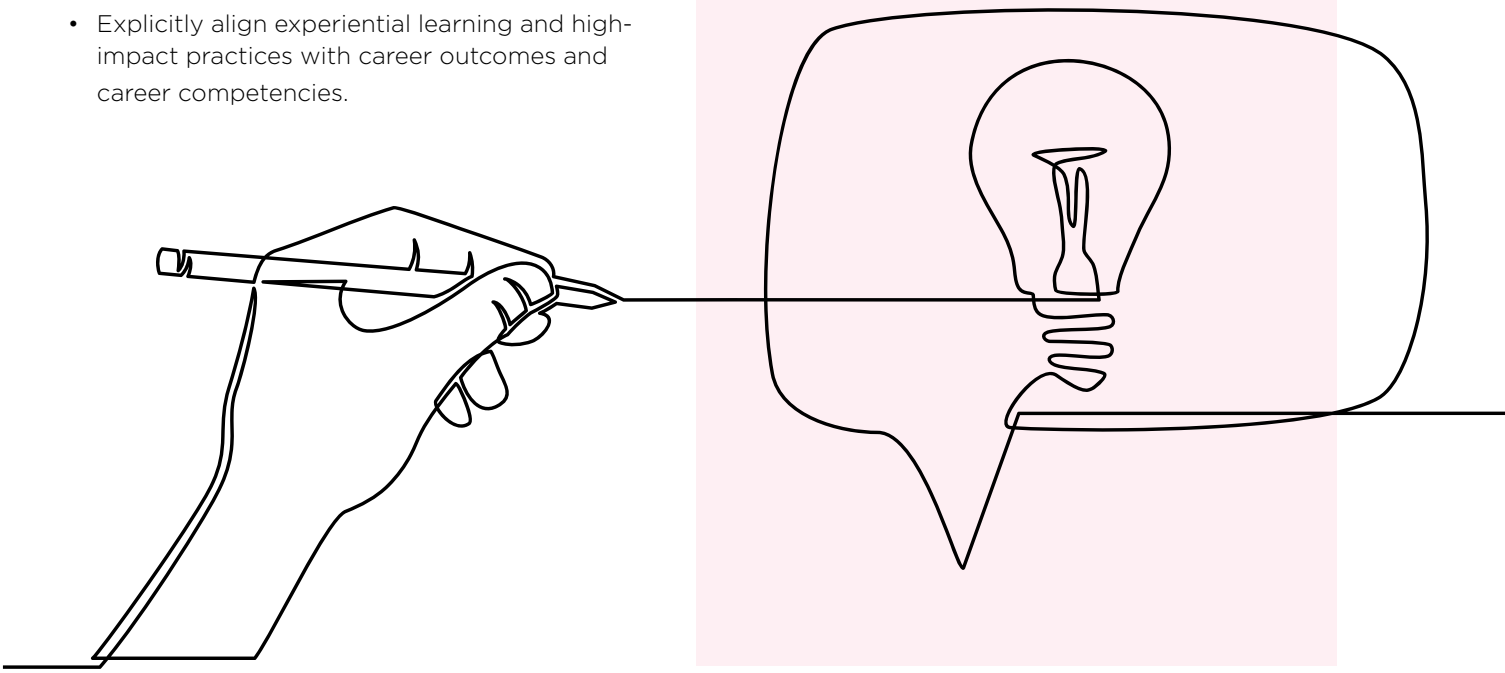
- Promote experiential learning and high-impact practices as evidence-based pedagogies with specific teaching and learning strategies (characteristics of quality) to build capacity and foster growth.
- Develop and facilitate training and professional development in experiential learning and high-impact practices to build capacity for these evidence-based pedagogies.
- Collaborate with faculty and deans across disciplinary contexts to connect career outcomes and competencies with experiential learning and high-impact practices.
- Connect relationships with external stakeholders to faculty to enhance experiential learning and high-impact practices.
- Increase experiential learning and high-impact learning opportunities for students.
- Continue to explicitly align experiential learning and high-impact practices with career outcomes and career competencies.

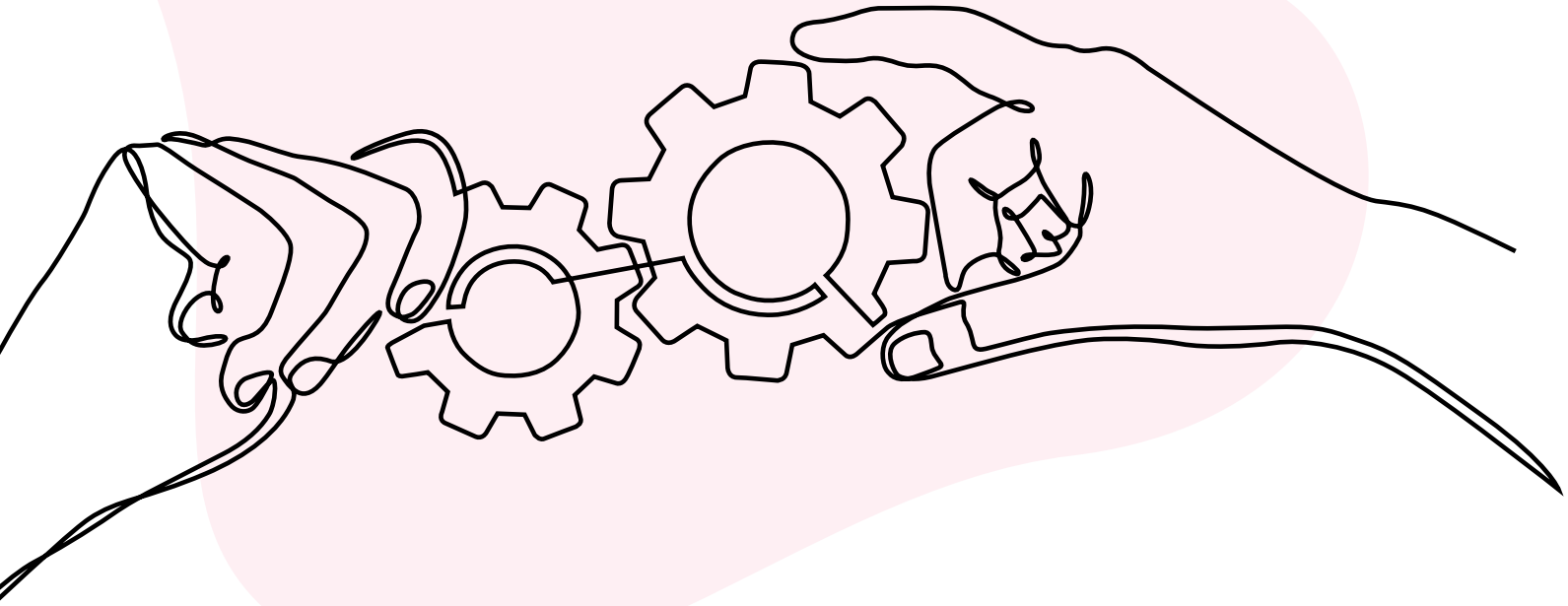
Recommendations for Higher Education Administrators

- Advocate for staffing and resources that support experiential learning programs and high-impact practices as evidence-based pedagogies.
- Establish and support training and professional development in experiential learning and high-impact practices to build capacity for these evidence-based pedagogies.
- Collaborate with faculty and deans across disciplinary contexts to connect career outcomes and competencies with experiential learning and high-impact practices.
- Build infrastructure for relationship development with external stakeholders for faculty and staff to enhance experiential learning and high-impact practices.
- Develop a plan to integrate experiential learning and high-impact learning opportunities across disciplines.
- Explicitly align experiential learning and high-impact practices with career outcomes and career competencies.

Recommendations for State and Federal Government

- Increase grant funding and professional development for experiential learning and high-impact practices to build capacity in institutions of higher education for these evidence-based pedagogies.
- Increase research grants for higher education to further build empirical evidence for experiential learning and high-impact practices, including in different contexts and across student populations and demographic factors.
- Support experiential learning and high-impact practices as essential to higher education curriculum in order to graduate and generate a competitive workforce.





Final Thoughts: Deeper Connections to Career Outcomes and Competencies

This study suggests opportunities to build a deeper connection between experiential learning and high-impact practices and career outcomes and competencies. The opportunity to increase these pedagogical practices and more explicitly connect them to career outcomes and career competencies were clearly indicated in the survey results. This also suggests an opportunity for career center professionals and experiential learning educators to collaborate in developing benchmarks to deepen practice. Further inquiry and research into benchmarks of practice for experiential learning and high-impact practices will allow higher education professionals to intentionally and more deeply align their programs with career outcomes and career competencies.

Appendix

Methodology & Sample

NACE, AAC&U, and SEE collaborated to develop a survey to better understand the experiences of faculty, staff, and administrators in helping students prepare for career success. After pre-testing the survey, all three organizations deployed the survey into the field. This included 1) emailing the survey to members of the organizations; 2) posting the survey on LinkedIn and other social media sites; and 3) encouraging individuals to share the survey with others. The survey was in the field from September 5, 2024, to December 31, 2024. After cleaning the data, there were 3,010 usable responses. (See Table 11 for demographic distribution of respondents.) To conduct the analysis, the disciplinary areas of respondents were recoded into larger categories. (See Table 12.)

Note: Percents cited in the study and its tables are based on the number of respondents to the individual question.

TABLE 11
RESPONDENT DEMOGRAPHICS*

GENDER

	N	%
Male	547	33.5%
Female	1,084	66.5%
Total	**1,631**	

RACE

	N	%
Asian	83	5.1%
Black	88	5.4%
Hispanic	69	4.2%
White	1,240	76.1%
Other	150	9.2%
Total	**1,630**	

** Data are only for respondents who provided the information.*

TABLE 11, CONTINUED

RESPONDENT DEMOGRAPHICS*

COLLEGE POSITION

	N	%
Higher Education Administrator	159	9.2%
Full Professor or higher	292	16.9%
Associate Professor	265	15.3%
Assistant Professor	194	11.2%
Lecturer / Instructor	181	10.5%
Adjunct Professor	84	4.9%
Other	112	6.5%
Center Director	142	8.2%
Program Manager	125	7.2%
Administrator with teaching responsibilities	128	7.4%
Advisor	45	2.6%
Total	**1,727**	

TENURE STATUS

	N	%
Tenured professor	425	51.6%
Tenure-track professor	126	15.3%
Not tenure eligible	272	33.0%
Total	**823**	

ACADEMIC DISCIPLINE

	N	%
STEM	292	23.1%
Business	159	12.6%
Humanities	291	23.0%
Social Sciences	169	13.4%
Professional Studies	354	28.0%
Total	**1,265**	

** Data are only for respondents who provided the information.*

TABLE 12

ORIGINAL AND RECODED DISCIPLINARY AREAS

ORIGINAL	Recode
Business (incl. accounting, marketing, finance, etc.)	PROFESSIONAL STUDIES
Area, ethnic, cultural, and gender studies	HUMANITIES AND SOCIAL SCIENCES
Art/Art History	HUMANITIES AND SOCIAL SCIENCES
Creative and Performing Arts	HUMANITIES AND SOCIAL SCIENCES
English/Literature	HUMANITIES AND SOCIAL SCIENCES
Foreign Languages	HUMANITIES AND SOCIAL SCIENCES
History	HUMANITIES AND SOCIAL SCIENCES
Humanities	HUMANITIES AND SOCIAL SCIENCES
Liberal Arts	HUMANITIES AND SOCIAL SCIENCES
Linguistics	HUMANITIES AND SOCIAL SCIENCES
Philosophy	HUMANITIES AND SOCIAL SCIENCES
Religion	HUMANITIES AND SOCIAL SCIENCES
Architecture	PROFESSIONAL STUDIES
Communication	PROFESSIONAL STUDIES
Construction Trades	PROFESSIONAL STUDIES
Education/Special Education	PROFESSIONAL STUDIES
Health Sciences (incl. nursing, pre-med, OT, PT, communication disorders, etc.)	PROFESSIONAL STUDIES
Journalism	PROFESSIONAL STUDIES
Law	PROFESSIONAL STUDIES
Leisure and Recreational Activities	PROFESSIONAL STUDIES
Library Sciences	PROFESSIONAL STUDIES
Military Sciences	PROFESSIONAL STUDIES
Parks and Recreation	PROFESSIONAL STUDIES
Protective Services/Criminal Justice/Homeland Security	PROFESSIONAL STUDIES

TABLE 12, CONTINUED

ORIGINAL AND RECODED DISCIPLINARY AREAS

ORIGINAL	Recode
Public Policy/Public Administration	PROFESSIONAL STUDIES
Social Work	PROFESSIONAL STUDIES
Transportation	PROFESSIONAL STUDIES
Psychology & Counseling	HUMANITIES AND SOCIAL SCIENCES
Social Sciences (incl. economics, anthropology, sociology, political science, geography, int'l relations, etc)	HUMANITIES AND SOCIAL SCIENCES
Agriculture	STEM
Biology and biological sciences	STEM
Computer and Information Sciences	STEM
Engineering (incl. civil, mechanical, electrical, precision, etc.)	STEM
Math	STEM
Natural Resources & Conservation	STEM
Physical Sciences	STEM
Multidisciplinary Studies	OTHER
Other	OTHER

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Researchers

Ashley Finley, Ph.D., is the vice president for research and senior advisor to the President at the American Association of Colleges and Universities (AAC&U). She was previously associate vice president for academic affairs and founding dean of the Dominican Experience at Dominican University of California and national evaluator for Bringing Theory to Practice.

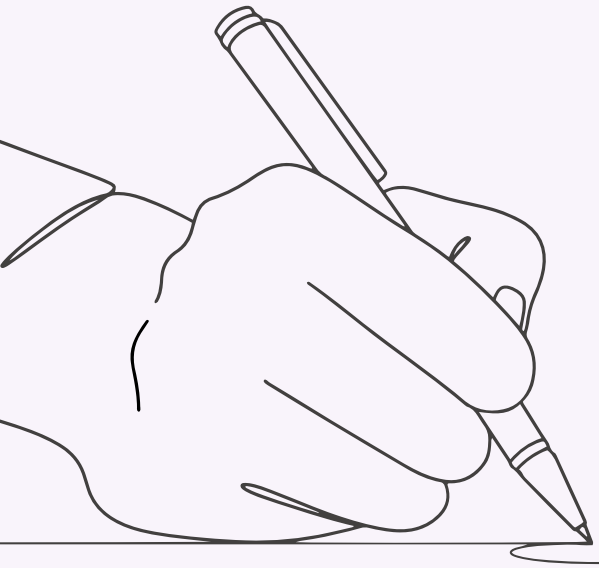
Currently, Dr. Finley oversees AAC&U's research agenda through the coordination of projects and reports on pressing issues in higher education. She also advises on strategic initiatives to support member campuses. Dr. Finley's campus engagements focus on aligning learning outcomes, vocational exploration, and assessment with students' holistic development and equity goals. Her publications include *The Career-Ready Graduate: What Employers Say About the Difference College Makes; A Comprehensive Approach to Assessment of High-Impact Practices*; and *The Effects of Community-Based and Civic Engagement in Higher Education: What We Know and the Questions that Remain*. Dr. Finley received a bachelor's degree from the University of Nebraska-Lincoln and a master's and Ph.D., both in sociology, from the University of Iowa.

Mary Gatta, Ph.D., is the director of research and policy at the National Association of Colleges and Employers (NACE), where she leads research on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks. She has more than 20 years of teaching, research, and advocacy experience working on issues of career education and workforce development in colleges and nonprofit associations.

Prior to joining NACE, Dr. Gatta served as an associate professor of sociology at City University of New York-Guttman and faculty director of the Ethnographies of Work program. In addition, she was the research director at the Rutgers University Center for Women and Work and a senior scholar at Wider Opportunities for Women in Washington D.C. She has written numerous books, articles, and policy papers on education and work. Dr. Gatta also served on NJ Governor Phil Murphy's Labor and Workforce Development Transition Team. She holds a bachelor's degree in social science from Providence College and a master's degree and doctorate in sociology from Rutgers University.

Patrick M. Green, Ed.D., is a scholar of experiential learning and high-impact learning practices and serves on the Board of the Society for Experiential Education (SEE), co-chairing the Research and Scholarship Committee. Dr. Green serves as the executive director of the Center for Engaged Learning, Teaching, and Scholarship (CELTS), and a clinical assistant professor in the School of Education at Loyola University Chicago. He teaches experiential learning courses, including community-based learning, academic internships, global service-learning, and undergraduate research, as well as graduate courses in the Higher Education Program at Loyola University Chicago. He currently serves as editor of *Metropolitan Universities* journal for the Coalition of Urban and Metropolitan Universities (CUMU). He is coeditor of *Re-conceptualizing Faculty Development in Service-Learning/Community Engagement: Exploring Intersections, Frameworks, and Models of Practice* (Stylus Publishing, 2018), *Crossing Boundaries: Tension and Transformation in International Service-Learning* (Stylus Publishing, 2014), and guest editor of numerous scholarly journals including *Experiential Learning and Teaching in Higher Education* (ELTHE), *Jesuit Higher Education* (JHE), and the *International Journal of Research on Service-Learning and Community Engagement* (IJRSLCE). Dr. Green was honored with the Barbara A. Holland Scholar-Administrator Award by the Coalition of Urban and Metropolitan Universities (CUMU), nominated by peers and selected by a committee of sitting and retired presidents, for "an integrated record of administrative leadership and high-impact scholarship that has shaped ideas and actions within and beyond their institution."

Dr. Green served as a scholar-in-residence with the International Association for Research on Service-Learning and Community Engagement (IARSCLE), an engaged scholar with SEE, and an engaged scholar with National Campus Compact. Dr. Green earned a bachelor's degree from Loras College, a master's from Marquette University, and an Ed.D. in higher education educational leadership and organizational change from Roosevelt University.



About the National Association of Colleges and Employers
Established in 1956, the National Association of Colleges and Employers (NACE) is the only professional association in the United States that connects 13,800 college members, 3,100 employers and nearly 500 business affiliates. NACE is the premier source of market research on career readiness, the employment of recent college graduates, and the college-to-career transition. NACE forecasts hiring and trends in the job market; tracks salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

About the American Association of Colleges and Universities
The American Association of Colleges and Universities is a global membership organization dedicated to advancing the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education. AAC&U serves as a catalyst and facilitator for innovations that improve educational quality and equity and that support the success of all students. Our membership includes degree-granting higher education institutions around the world as well as other organizations and individuals.

About the Society for Experiential Education
Founded in 1971, the Society for Experiential Education (SEE) is the premier, nonprofit membership organization composed of a global community of researchers, practitioners, and thought leaders who are committed to the establishment of effective methods of experiential education as fundamental to the development of the knowledge, skills and attitudes that empower learners and promote the common good. SEE sustains a great variety of experiential learning opportunities, such as internships, micro-experiences, service learning, global experience, and more. The Society's vision is to expand the perspectives shared and voices heard throughout our growing profession so that they are representative of the practitioners and students in the field of experiential education.