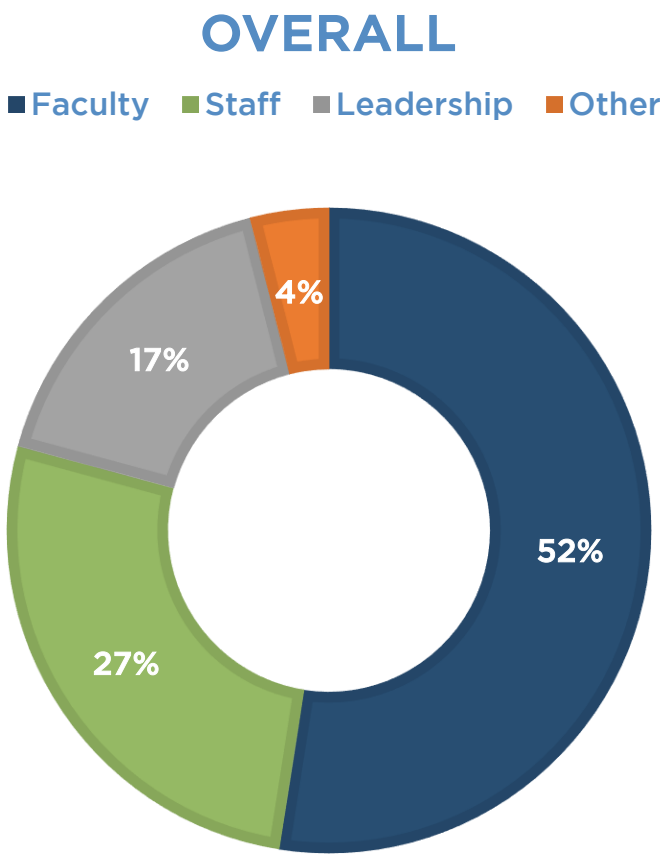
EduSourced 2023 Annual Benchmarking Results

www.edusourced.com

Survey Participants



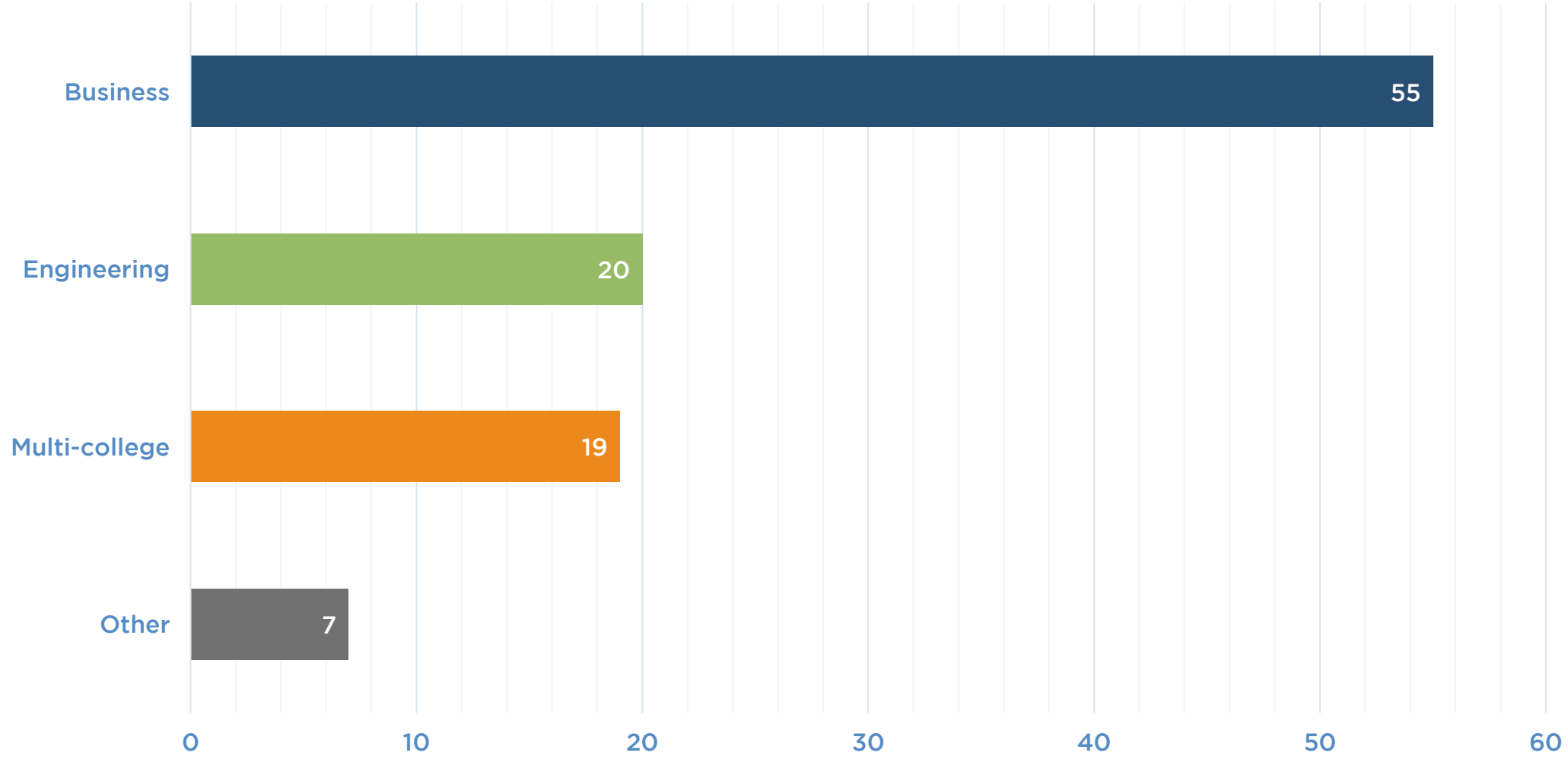
101

Participants

85%

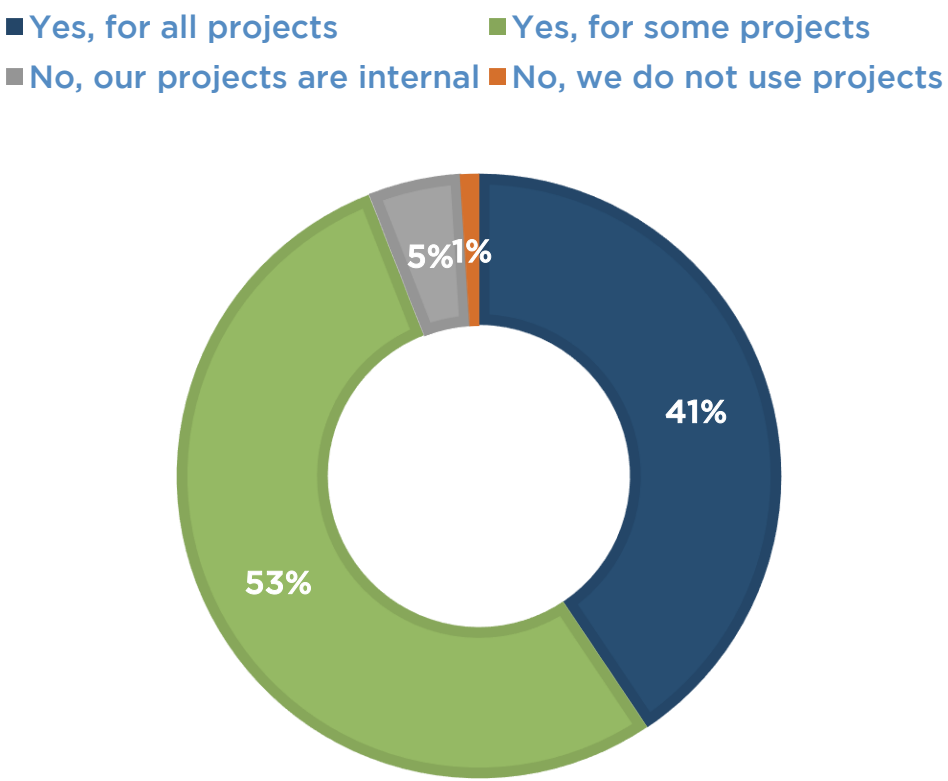
Directly Involved with Experiential

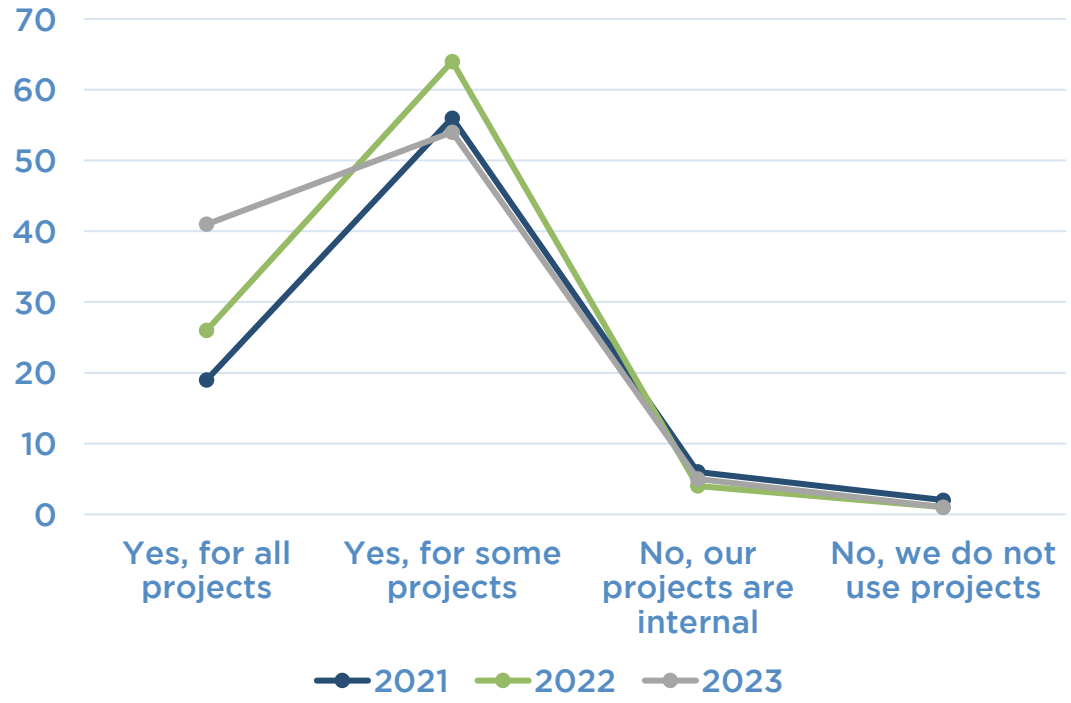
Who participated?



Are live clients involved?

ALL DISCIPLINES





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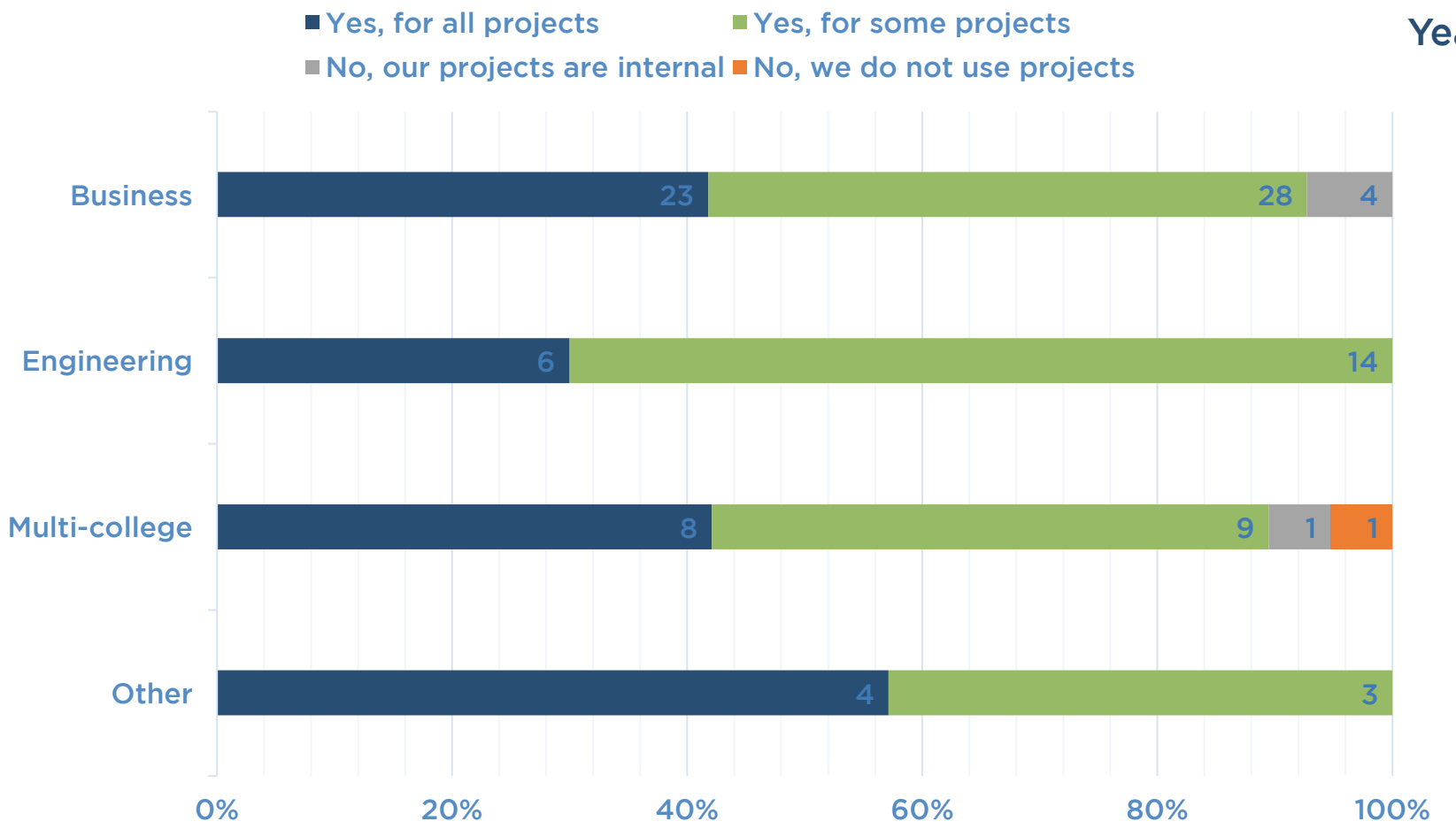
Are live clients involved?



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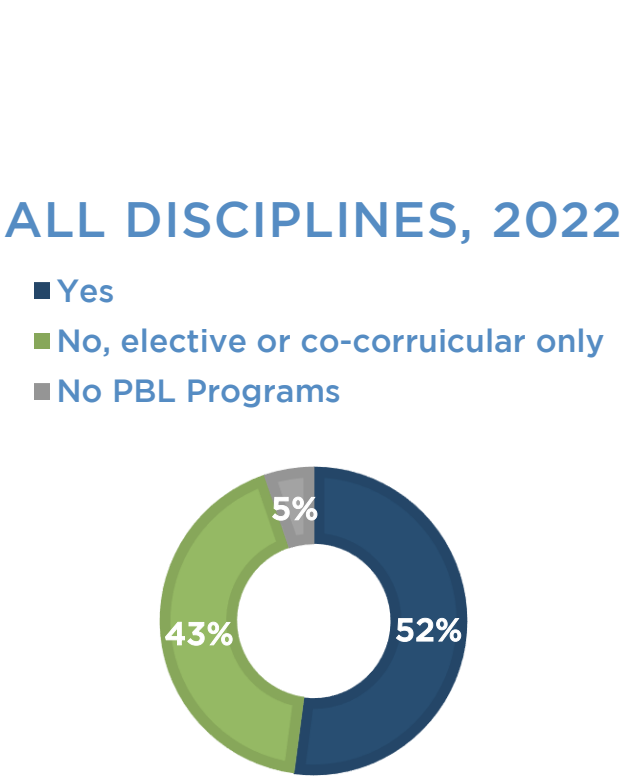
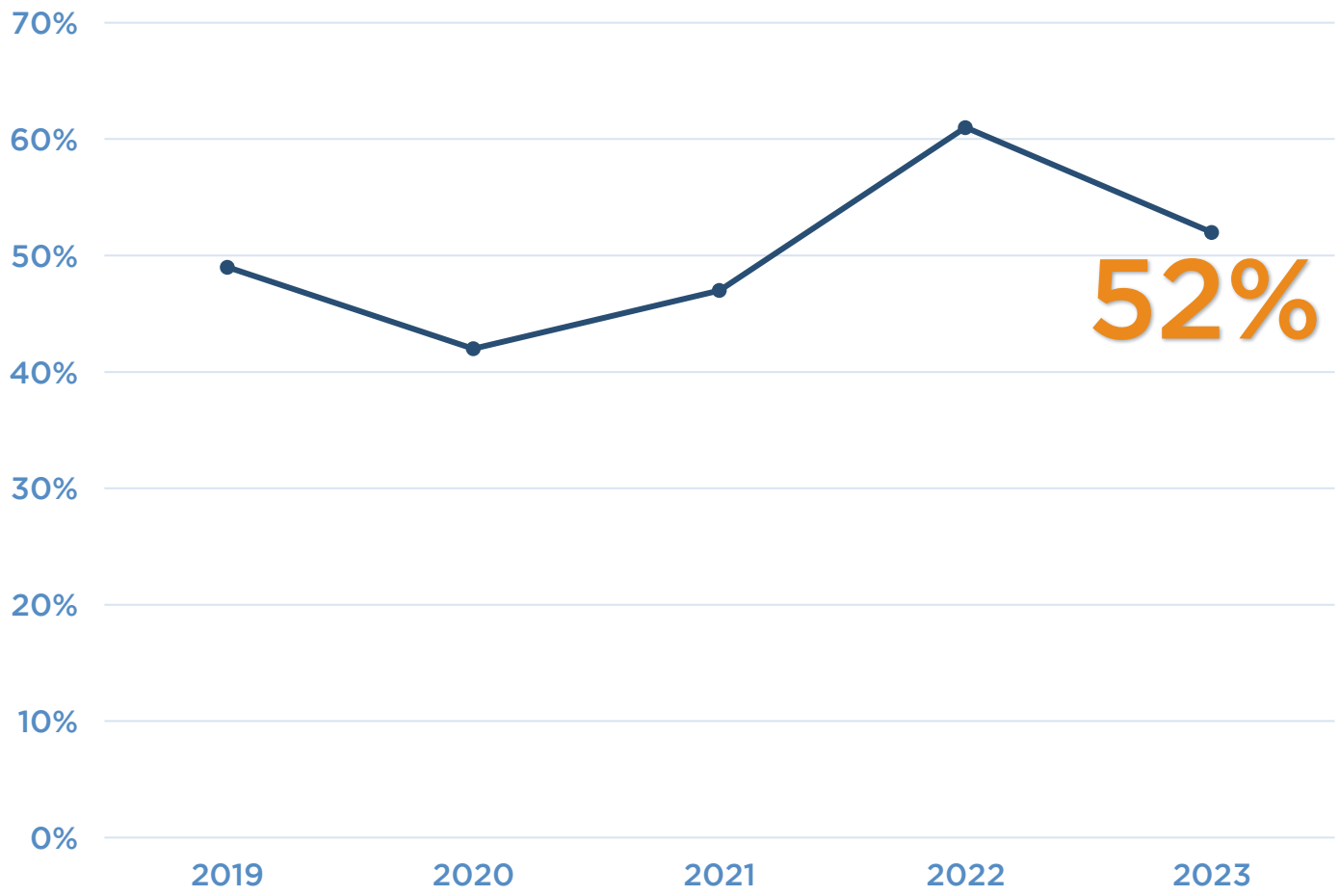
Year over Year change, likelihood to use any live clients

- Business: -4%
- Engineering: +2%
- Multi-college: -2%
- Other: +17%

Required experiential PBL program?

ALL DISCIPLINES, 2022





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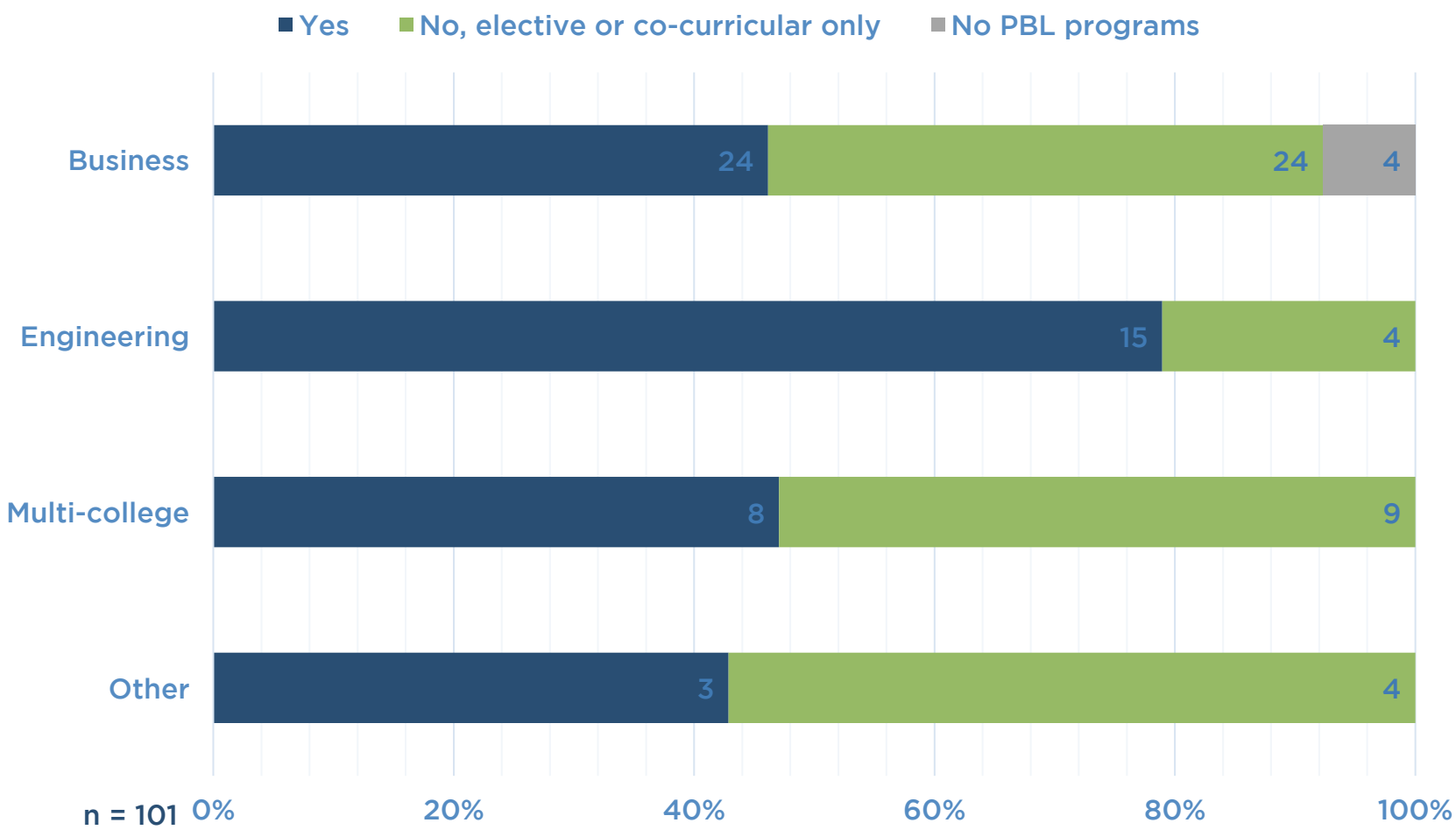
Required experiential PBL program?



Year over Year

79%

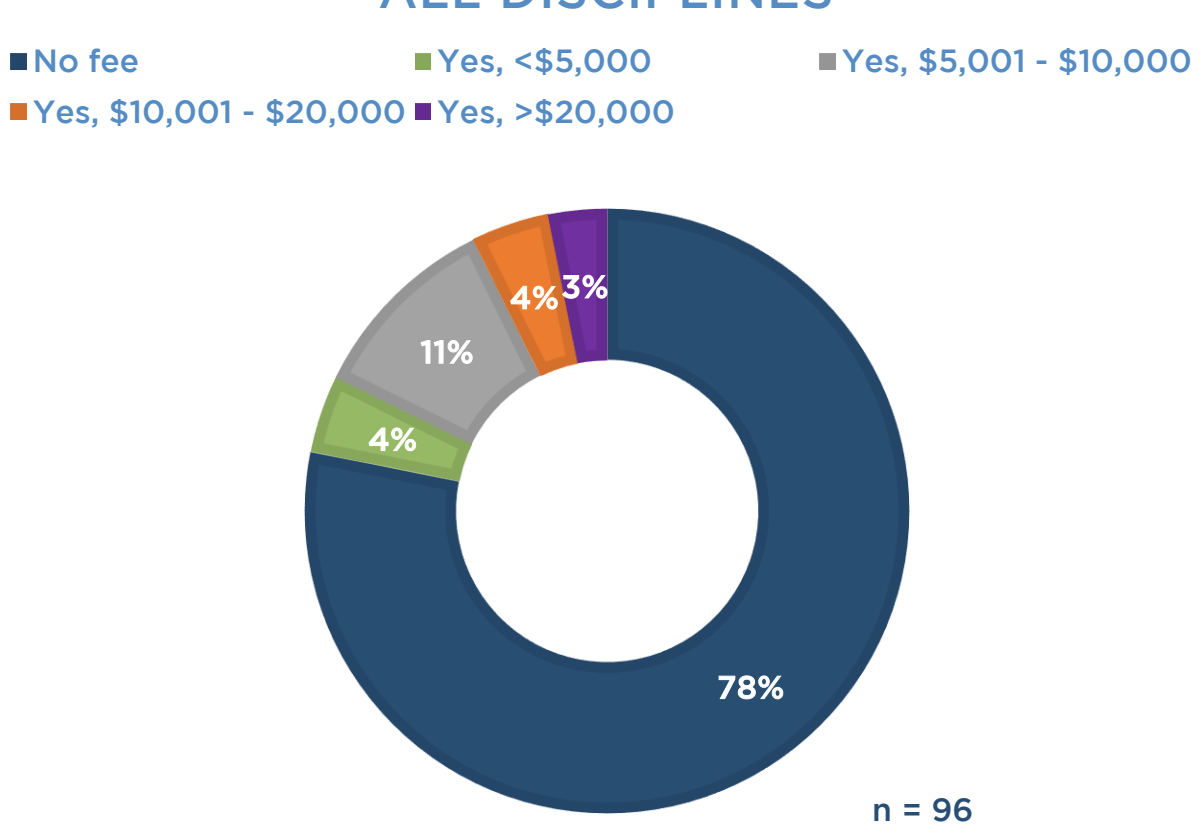
Engineering Programs Requiring PBL

46%

Business programs Requiring PBL

Do you charge a project fee?

ALL DISCIPLINES

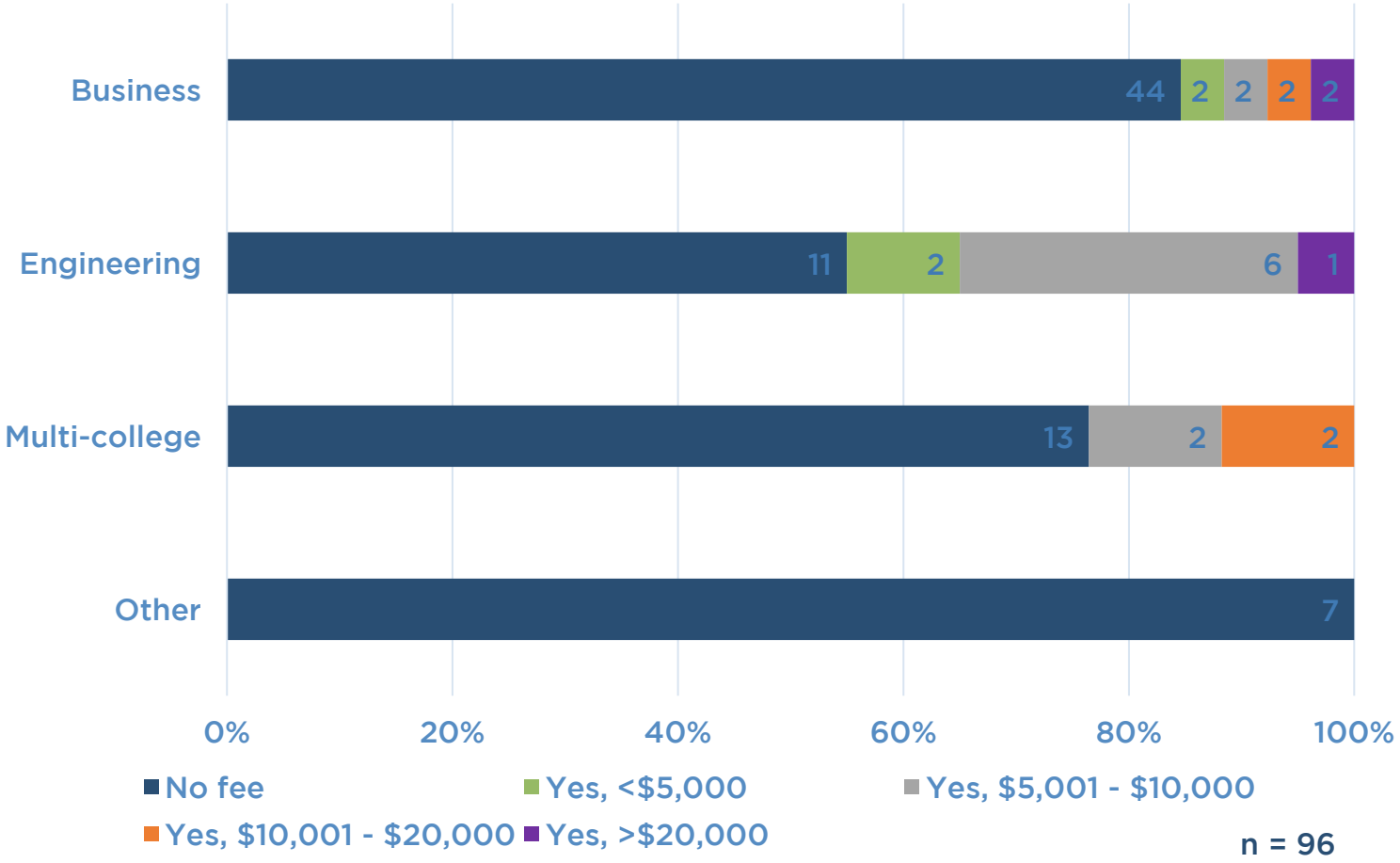


n = 96

Year over Year		
2021	2022	2023*
37%	49%	22%

*Question changed to exclude project fees that are only covering materials costs

Do you charge a project fee?



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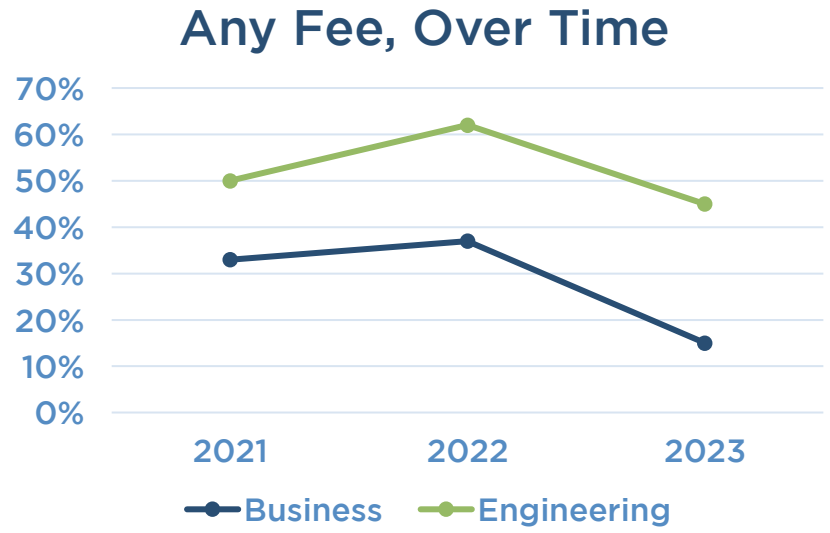


EduSourced Data

Average price per paid project, since EduSourced launched project fee tracking earlier this summer:

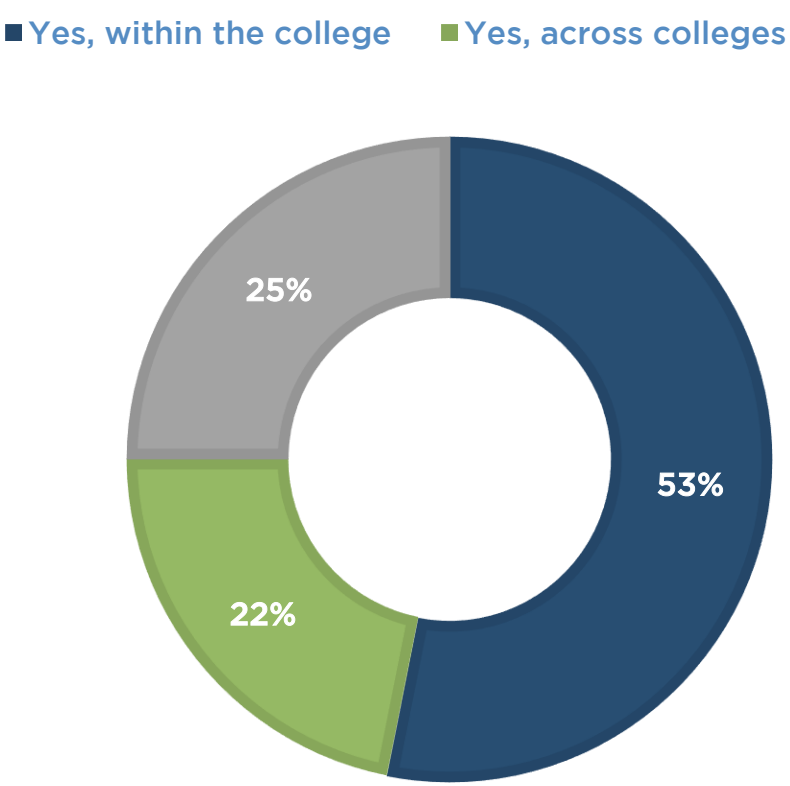
$3,632

Most expensive project recorded in past year:

$25,000

Does your program include multidisciplinary projects?

ALL DISCIPLINES

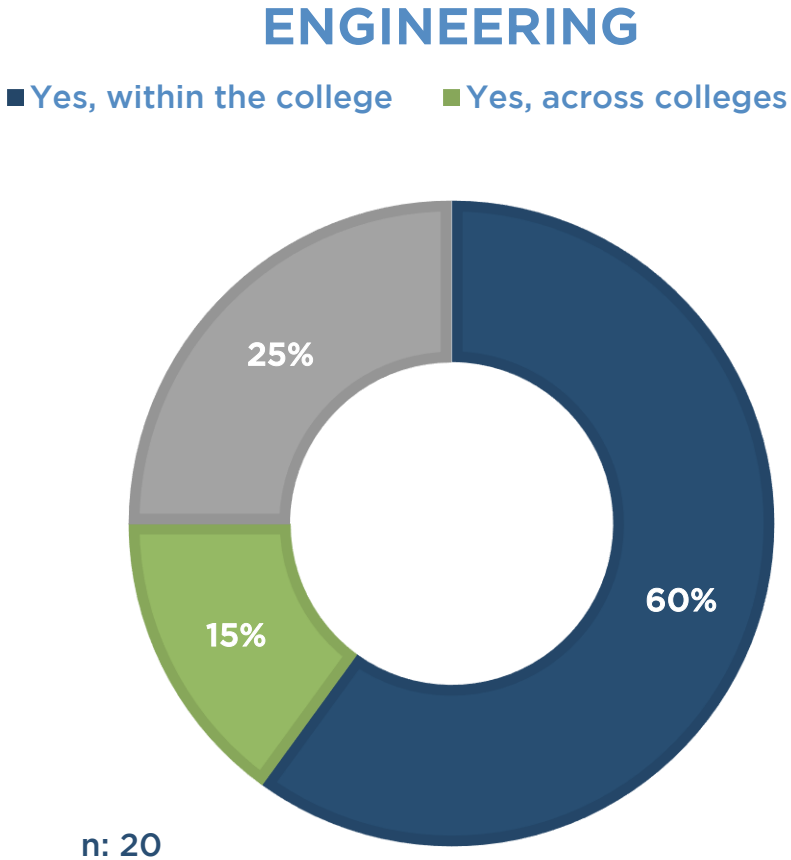


n: 96

↑ 5%
Year over year

Does your program include multidisciplinary projects?

ENGINEERING



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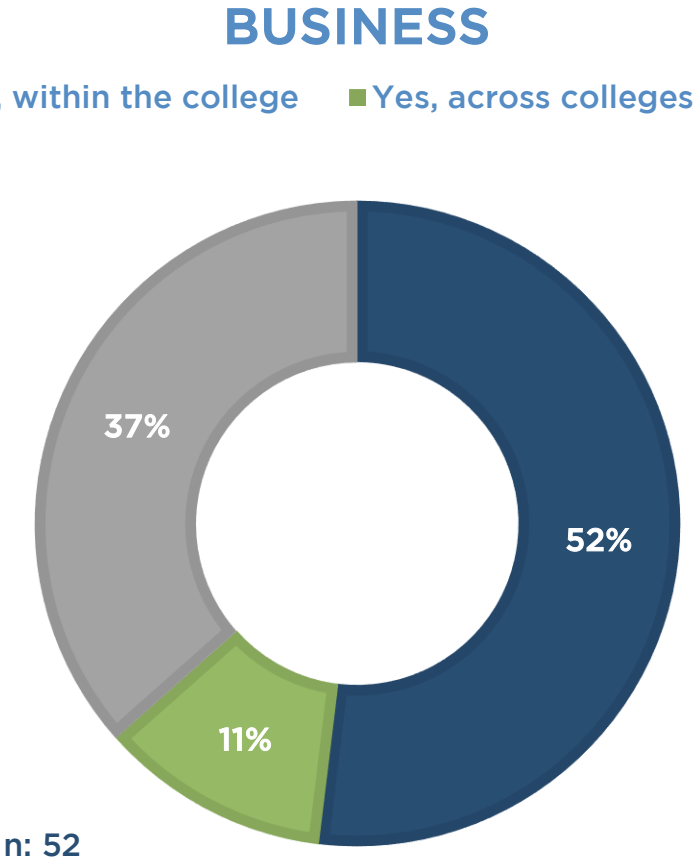
BUSINESS



n: 52

Year over Year Trend:
Engineering: +4%
Business: +3%

2020 was the last year we measured significant change in multidisciplinary (increase).

What innovations or new components are you applying?

Specialized elective project options

Leadership modules

Added a simulation with the Business Communications faculty to better prepare students for live difficult conversations

Experiential Innovations

Transitioned from two semester design course to a one semester department course and one semester college level course for a team-based project

Adding leadership modules

We are trying to institutionalize cross-college capstone experiences rather than place non-engineering students on engineering capstone projects on an ad-hoc basis

Experiential Innovations

I recruit projects that are entrepreneurial in nature and students work with early stage (Pre-Revenue) startups.

Making the connection of Experiential Learning to actual career outcome or development

Continuing to grow interdisciplinary (university - wide) projects

We are starting to implement Entrepeneurial Work-Integrated Learning. We are also piloting a Career Readiness Passport as a requirement to graduate

Experiential Innovations

YES - New Product Development course engages C-suite execs and includes students across university, not just from College of Business

Our new course offers students the opportunity to provide consulting services to various corporate partners, resulting in live pitches to the clients in a semi-competitive environment.

In-house project coaching

Being able to track projects through a project tracking software and for clients to have access to the software to submit future projects.

Experiential Innovations

I love that we use MBA students to lead Undergraduate student consulting teams. MBA's are in a course "Leading & Managing Project Teams"

Use of part-time industry mentors

We just started an affiliates program for our MSBA department-- our hope this will help companies who cannot afford the full fee to participate and encourage repeat sponsors.

combining projects with international trips is a goal

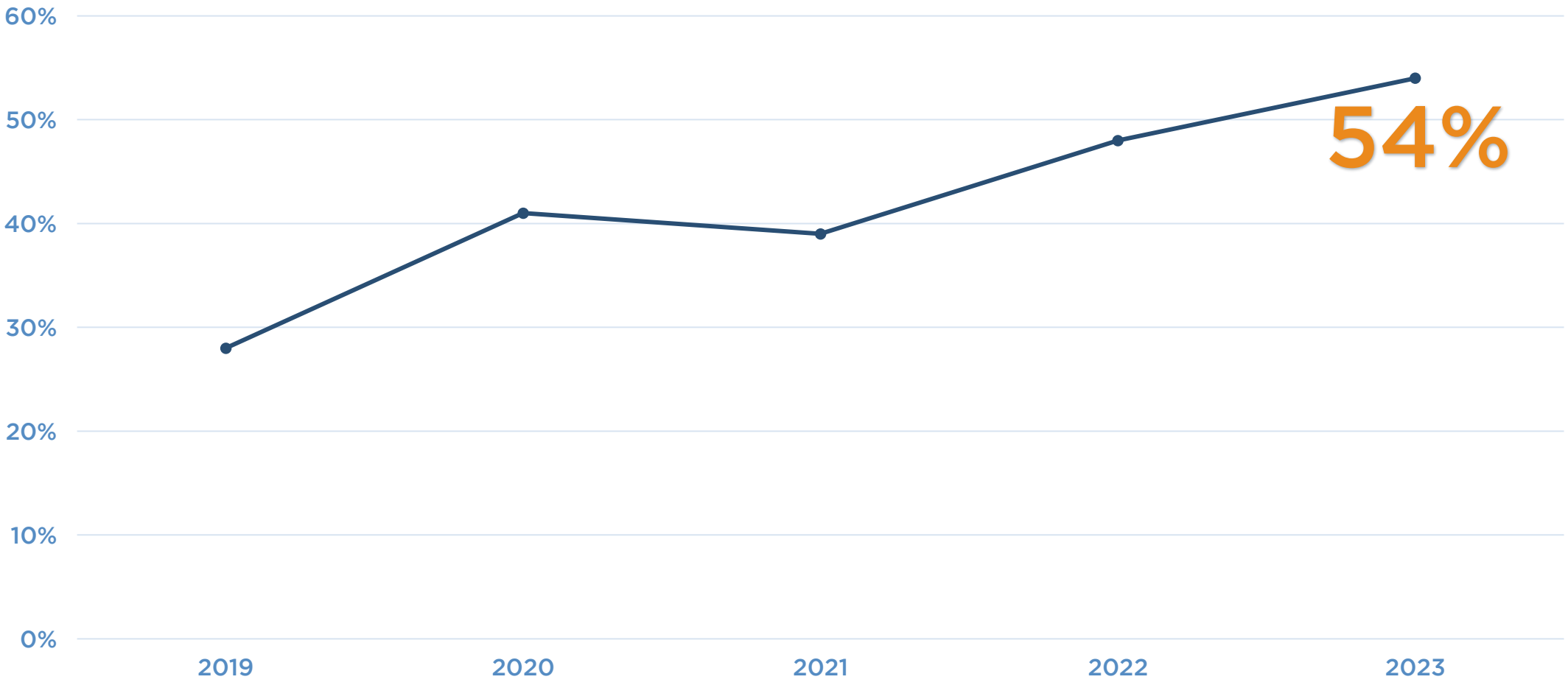
Formal Director or Office of Experiential?

Business	Multi-college	Engineering	Overall
52%	76%	40%	54%
			n: 96

Year over Year Trend

Second year in a row overall offices and directorships of EL have grown, up +6% year over year.

Formal Director or Office of Experiential?

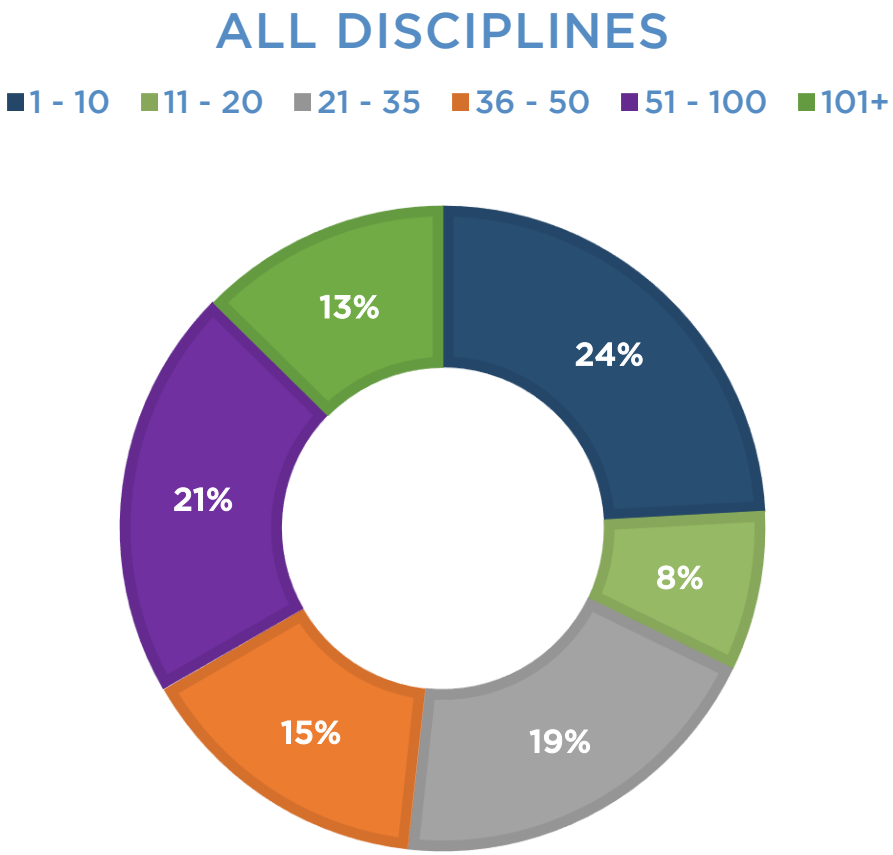


Project sources, ranked by prevalence

1: Faculty referred (-)
2: Alumni (-)
3. Office of experiential (+2)
4: Unsolicited inbound (-1)
5: Student referred (-1)
6: Career office (-1)
7: Third party project-sourcing service (-)

n: 86

How many projects each year within your college (not university-wide)?



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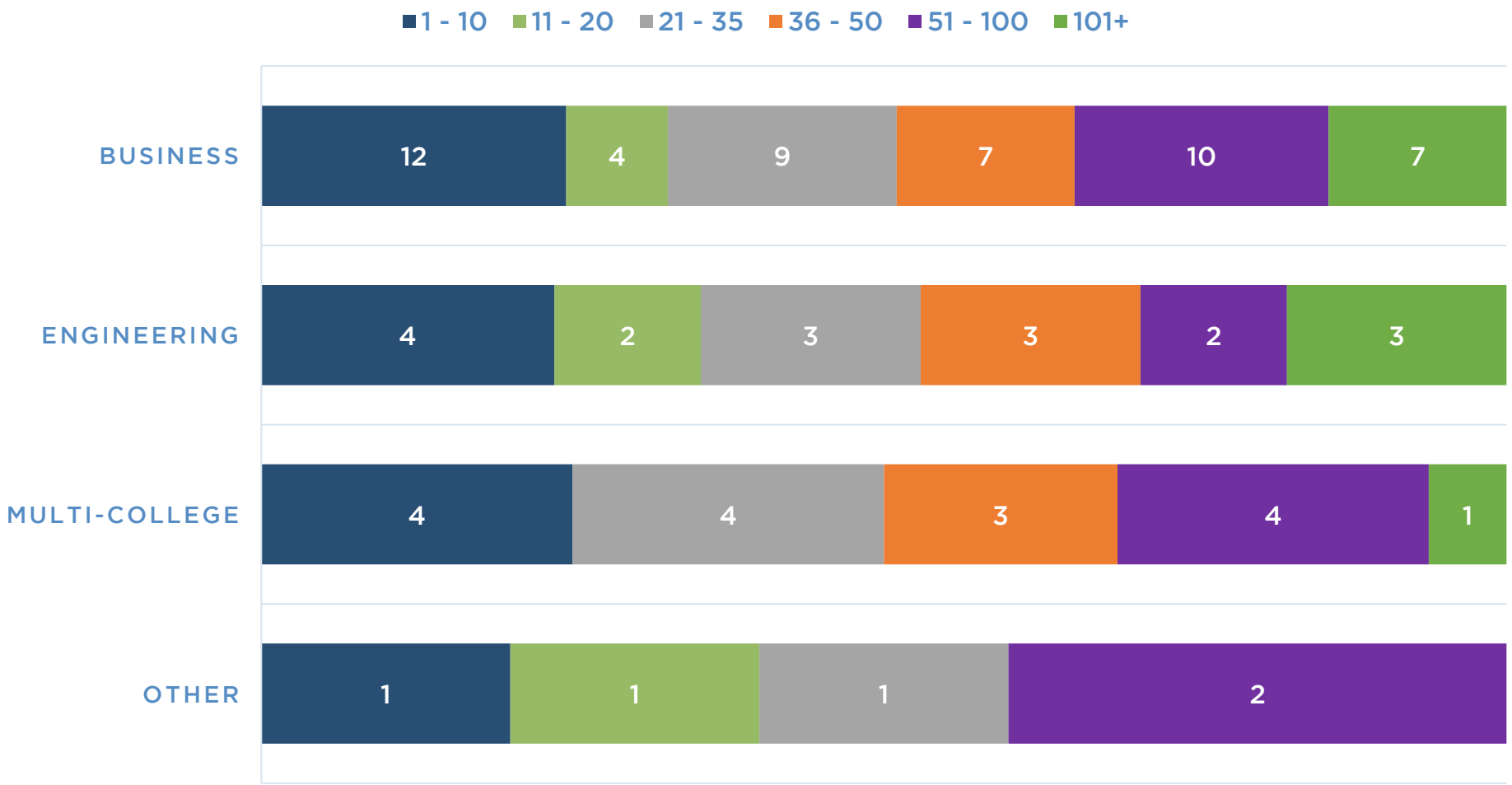
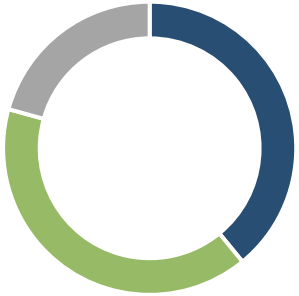
How many projects each year within your college (not university-wide)?



Do you use an NDA?

Overall (including "Other")

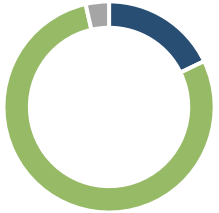


- Yes as a standard procedure
- Yes if the client insists
- No

n: 87

21% of programs, across all disciplines, will not use an NDA, even if a client insists (up from 13% year over year)

Engineering



- Yes as a standard procedure
- Yes if the client insists
- No

n: 17

Business

- Yes as a standard procedure
- Yes if the client insists
- No

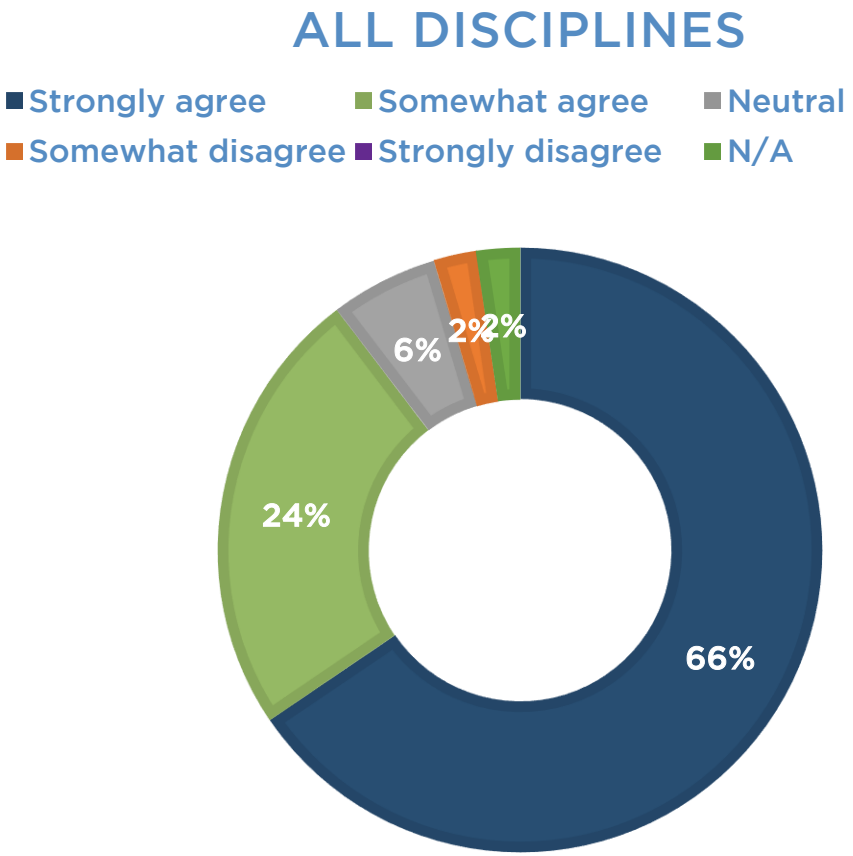
n: 49

Multi-college

- Yes as a standard procedure
- Yes if the client insists
- No

n: 16

You feel your program sets clear expectations with project sponsors



n: 87

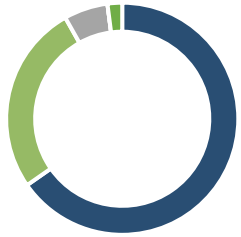
You feel your program sets clear expectations with project sponsors

Engineering

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- N/A

n: 17

Business



- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- N/A

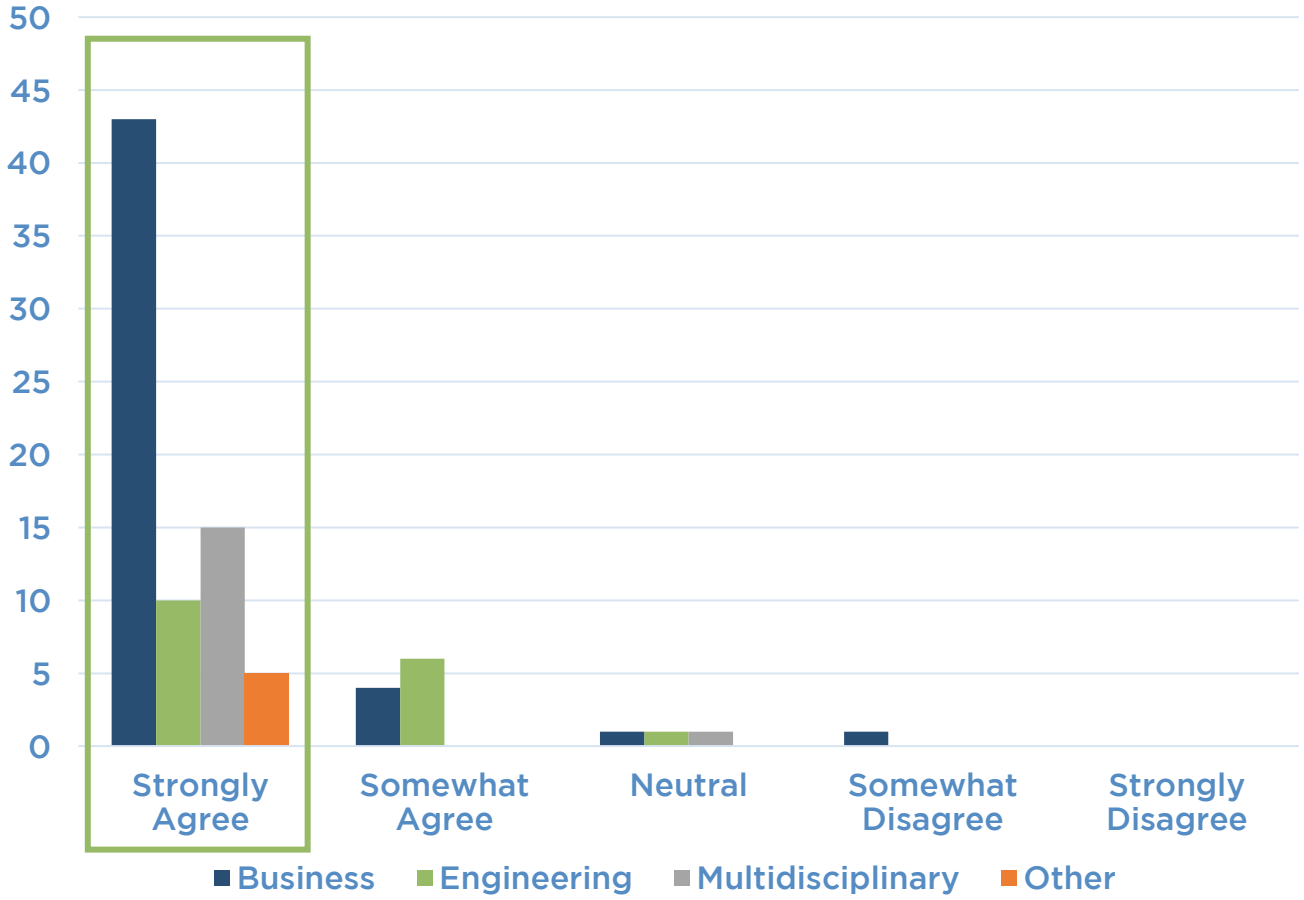
n: 49

Multi-college

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- N/A

n: 16

In general, you believe industry projects in the classroom are growing in importance



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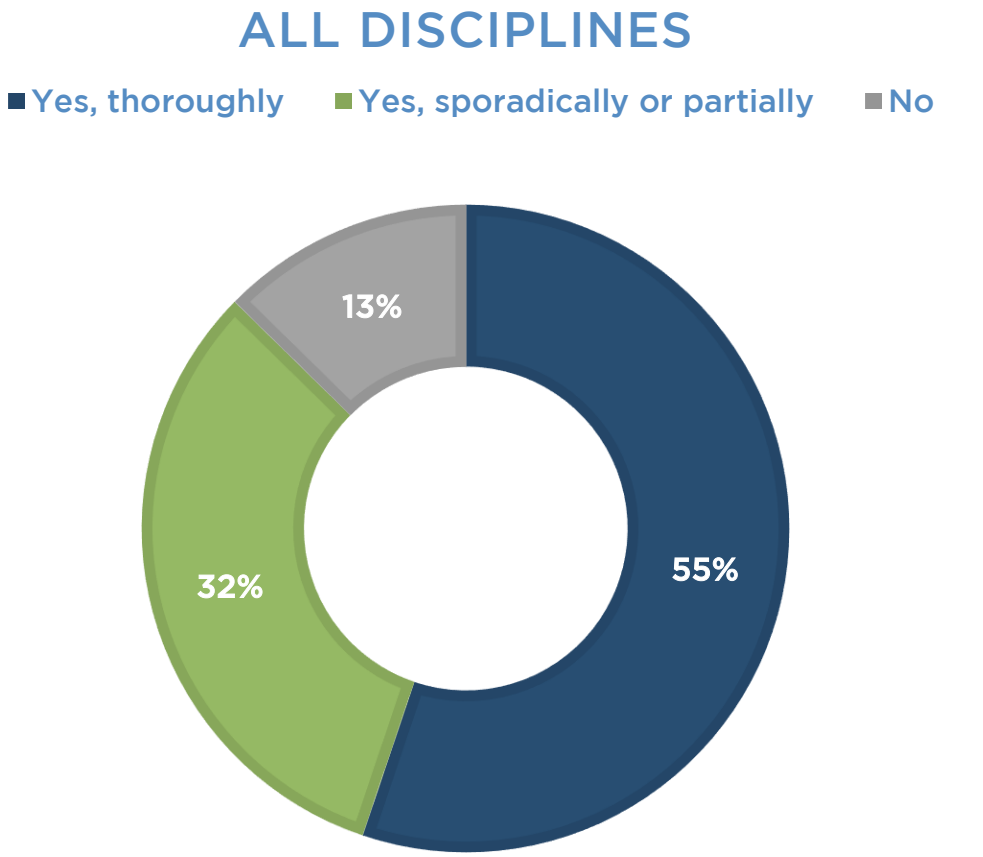
How strongly do you feel industry projects help with their first job?

2.8/3 Weighted Average

Unchanged Year over Year

n: 87

Does your program measure learning outcomes?



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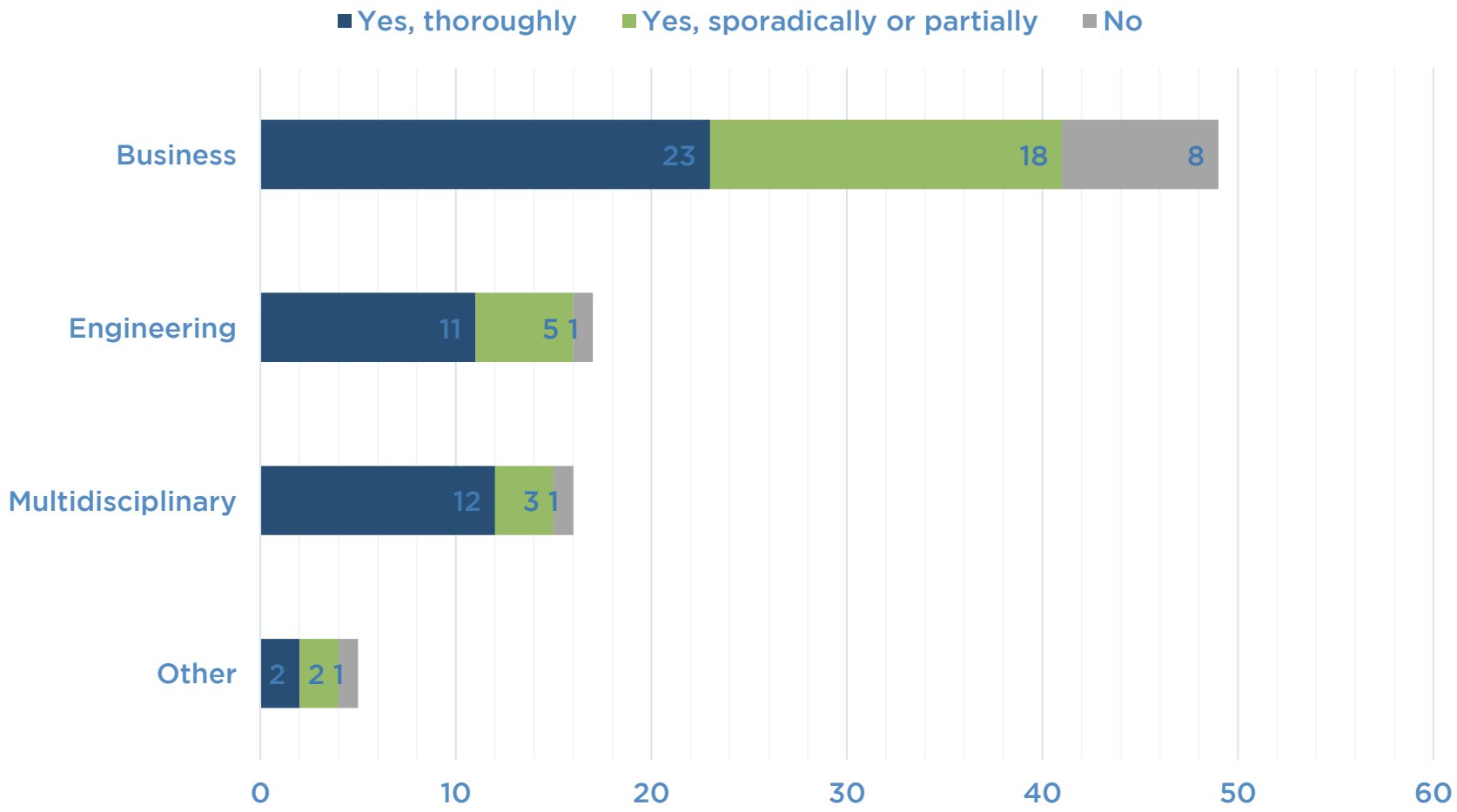
Does your program measure learning outcomes?



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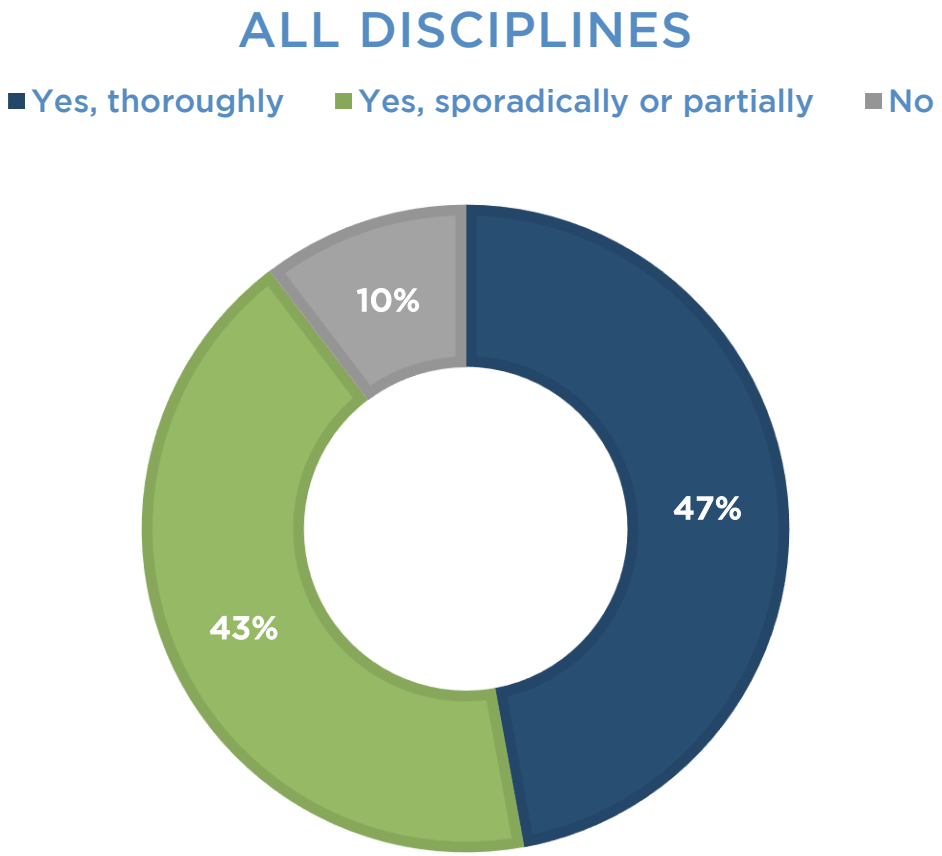
Does your program maintain records of past projects, clients and student participation?



n: 87

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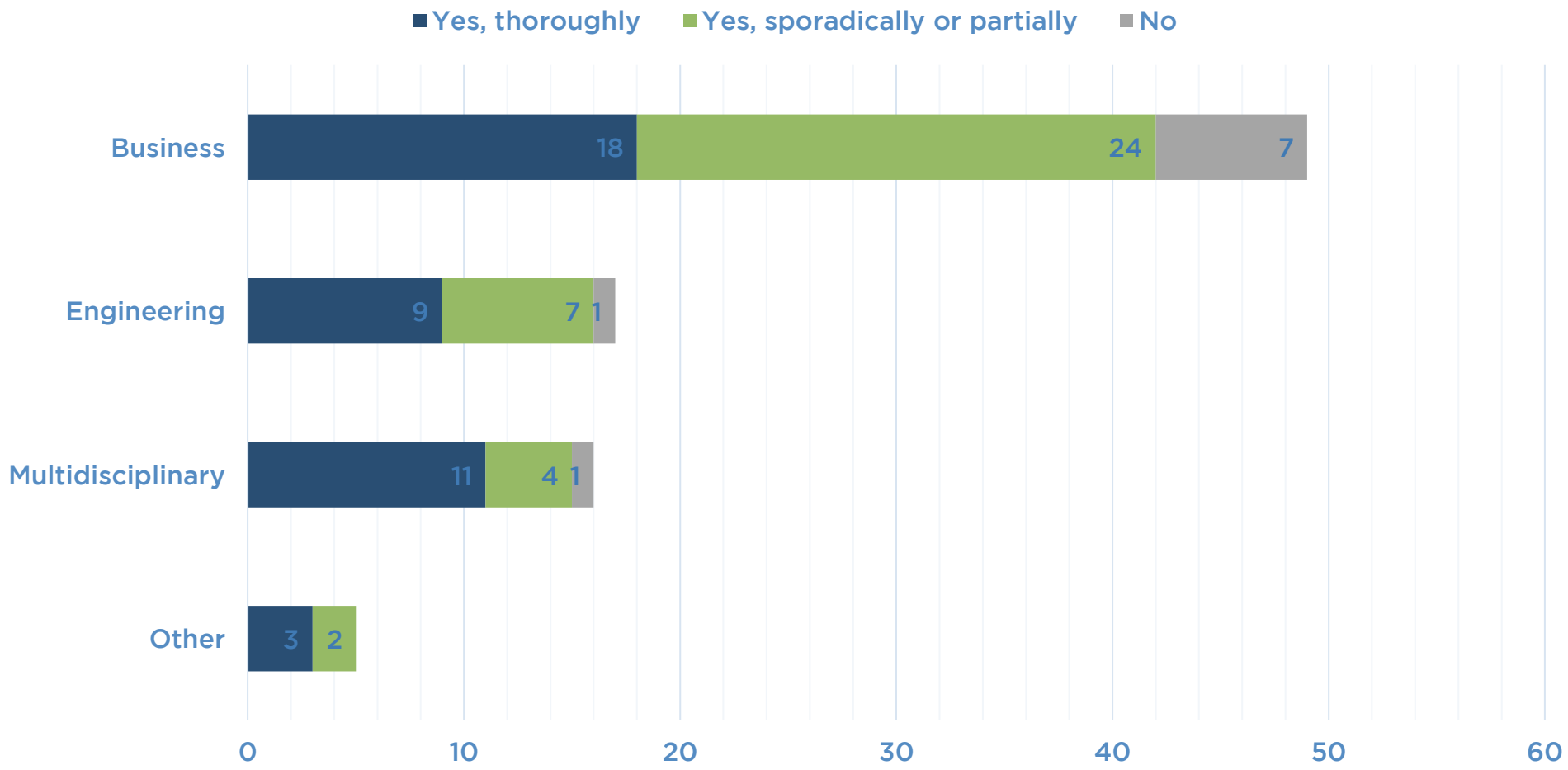

n: 87

Your biggest challenges?

Selected responses from business programs

Achieving buy-in.

Recruiting the correct mix of projects to align with project requirements.

There is no support from administration.

Our program is growing so fast (39-150 students in 3 years) and it's difficult to keep up with sourcing leads, some sponsors cannot pay the fee, we may have a verbal commit but documentation requirements between organization & uni legal doesn't always work.

Your biggest challenges?

Selected responses from engineering programs

Project scope is always hard. The best teams will have scope creep into which we discourage. Students should not be acting as subcontractors.

Team dynamics and coordination of all involved parties.

Managing all the different clients we work with (nearly 100 per year and growing).

Your biggest challenges?

Selected responses from multi-disciplinary

Helping students understand they do not have to work with a well-known brand organization to have an amazing experience.

Our [EL] course is optional, many students don't take it as they are focusing on graduating rather than being prepared for a great job.

Measuring the impact of our program.

Getting students to grasp more difficult and complex projects.

What advice would you give?

Selected responses from business programs

If not a dedicated office, at least one individual dedicated to managing experiential projects. This is important not only to manage the details, but also the expectations on all sides of the project – faculty, students and partner org to ensure cohesion.

Remain flexible to match scope/nature of projects to needs of companies and competencies of students; which requires paying a lot of attention to the needs of both companies and students.

Establish a faculty figurehead to influence other faculty. This is a heavy lift for staff.

Have support infrastructure.

What advice would you give?

Selected responses from engineering programs

Ensure specific people are charged with running the program and have the authority to do so. Running the program as at least a 12-month FTE and may be best with multiple people.

Work with industry AND nonprofits.

Try to entice alumni to interact with students as project sponsors.

Have someone who owns the program. It's a passion project that many faculty are not prepared for.

What advice would you give?

Selected responses from multi-disiciplinary

Start with a few elements (do not boil the ocean). Pursue consistent learning outcomes for students prior to the project. Make sure you have a committed external partner.

Try it. The positive student feedback is incredible.

Make sure to have full faculty support and incentives to participate and that a defined process is in place.

Build infrastructure and process from the beginning. Collect and update resources for support to students, faculty and project partners.

Have a process and don't sell yourself short when seeking funding.

Addendum: written responses

What are your biggest challenges? (Business)

- Tracking data consistently and measuring learning objectives
- Recruiting the correct mix of projects to align with project requirements
- There is no support from administration
- Student engagement within the team varying from committed to completely unaware

What are your biggest challenges? (Business)

- Getting faculty buy-in
- Lack of resources
- Getting students to not just work for a grade
- Infrastructure and faculty burnout
- Since COVID, student and faculty engagement have suffered. Very low application response to available projects.
- We need more robust infrastructure to grow the number of participating programs.
- Overall management of the process
- Student engagement! Our courses are zero credit but mandatory for students. Many do not see the value and do the bare minimum to pass.

What are your biggest challenges? (Business)

- Our program is growing so fast (39-150 students in 3 years) and it's difficult to keep up with sourcing leads, some sponsors cannot pay the fee, we may have a verbal commit but documentation requirements between organization & uni legal doesn't always work.
- Our legal department now prohibits us from supplying NDAs so if a company wants them, they have to supply them.
- Creating buy-in for cocurricular projects.
- Sourcing projects and ensuring partners who agree to pay do so.

What are your biggest challenges? (Engineering)

- Team dynamics and coordination of all involved parties.
- Having time to manage all the opportunities and enough students to run the projects.
- Bookkeeping
- Faculty time
- Gathering projects from faculty and industry and matching them with the right students.
- Managing everyone's expectations
- Managing all the different clients we work with (nearly 100 per year and growing)
- Meeting with students and keeping students on track
- Managing a common timeline for widely different projects
- Project scope is always hard. The best teams will have scope creep into which we discourage. Students should not be acting as subcontractors.

What are your biggest challenges? (Multidisciplinary)

- Helping students understand they do not have to work with a well-known brand organization to have an amazing experience.
- Getting students to grasp more difficult and complex projects
- Defining expectation with all stakeholders upfront.
- Clients not agreeing to the university's legal terms
- Measuring the impact of our program.
- Our [EL] course is optional, many students don't take it as they are focusing on graduating rather than being prepared for a great job.
- Interdisciplinary projects are hard to coordinate.
- Funding flexibility to support students

What advice would you share? (Engineering)

- Work with industry and nonprofits
- Set expectations on academic and professional excellence
- Ensure specific people are charged with running the program and have the authority to do so. Running the program as at least a 12 month FTE and may be best with multiple people.
- Set clear expectations
- Document your process
- You need staff support, otherwise it is unsustainable.
- Have someone who owns the program. It's a passion project that many faculty are not prepared for.
- Ensure faculty participate in advising the projects, and vet the projects for scope and difficulty appropriateness.
- Try to entice alumni to interact with students as project sponsors
- Leverage alumni as sponsors or liaisons
- Use part-time mentors to support research faculty

What advice would you share? (Business)

- If not a dedicated office, at least one individual dedicated to managing experiential projects. This is important not only to manage the details, but also the expectations on all sides of the project – faculty, students and partner org to ensure cohesion.
- Make sure you communicate expectations to clients and students
- Dedicate the time for proper setup, direct relationship to success
- Get commitment from school admin upfront. Do not let the student survey or reviews of the class be counted toward tenure decisions, as some students will vehemently dislike the experience. Longevity is assured only with faculty commitment, so tenured faculty should start this and see if to its conclusion or ongoing life.
- Just do it!
- Excellent practical results!
- Build relationships with industry partners.

What advice would you share? (Business)

- Collaborate, build and integrate a resource team of student leaders who have previously been on a project team, Paid faculty SMEs working behind the scenes, Volunteer advisory board of consultants who assist with scope coaching and conduct reviews on each project, volunteer business executives and a full-time program leader with significant consulting background.
- Sell the students' experiences have to their work and life
- Develop projects that create usable outcomes for clients and align with learning objectives for the students
- Be agile
- Choose motivated students
- Hire faculty with the skill, desire and network to conduct Experiential Learning

What advice would you share? (Business)

- Remain flexible so as to match scope/nature of projects to needs of companies and competencies of students; which requires paying a lot of attention to the needs of both companies and students
- Make sure your sponsor is truly committed to the project and is clear about the value they want from the project
- Have support infrastructure
- Hire a full-time director
- Carve out an SME and integrate experiential learning across courses
- Engage alumni and manage student expectations at a very high level
- Establish a faculty figurehead to influence other faculty. This is a heavy lift for staff
- Make your program customizable for client needs. Also, students don't read lengthy emails.

What advice would you share? (Business)

- Identify a champion or director
- Don’t be rigid. Allow many types of experiential learning
- Be sure to arrange contracts for large projects and find faculty mentors
- Hire dedicated resources. Do not try to bundle all disciplines together or centralize
- Start small, just try it
- Advocate for your department/office. It takes a lot off support to run this kind of program.
- Give students some modicum of choice (but not too much, it’s a fine balance) in choosing their project
- Be intentional about planning your student experiences, be authentic in the partners you engage, and provide opportunities for led reflection thereby increasing adoption of the learning.

What advice would you share? (Multidisciplinary)

- Start with a few elements (do not boil the ocean). Pursue consistent learning outcomes for students prior to the project. Make sure you have a committed external partner.
- Get students to do as many EL projects as possible.
- Try it. The positive student feedback is incredible.
- Make sure to have full faculty support and incentives to participate and that a defined process is in place.
- Building relationships are key to maintaining sponsorships.
- Don’t have it run by academics.
- Build infrastructure and process from the beginning. Collect and update resources for support to students, faculty and project partners.
- Have a process and don’t sell yourself short when seeking funding.
- Ensure opportunities are accessible to all students