2022 Experiential PBL Benchmark Survey

EduSourced

Experiential Academy

Allyson Gibson

External Relations & Capstone Coordinator

Brigham Young University

Arline MacCormack

Associate Director, Advanced Experiential Programs
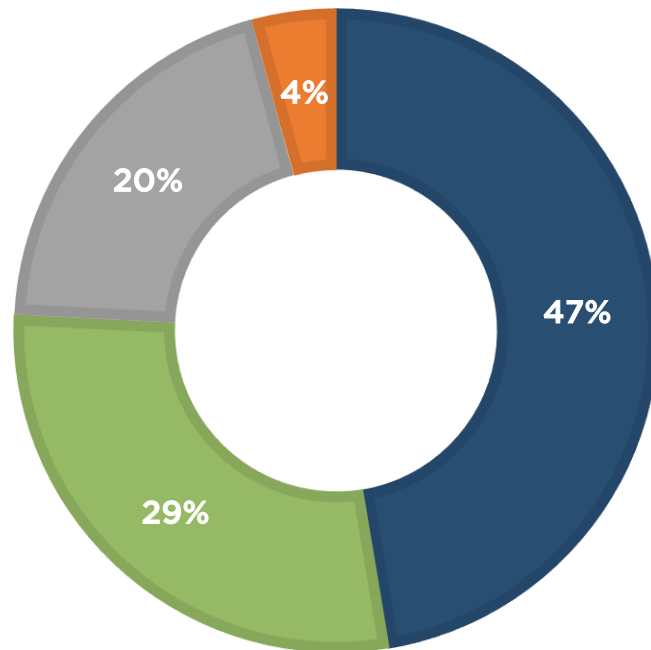
Babson College

David Comisford

Founder

EduSourced

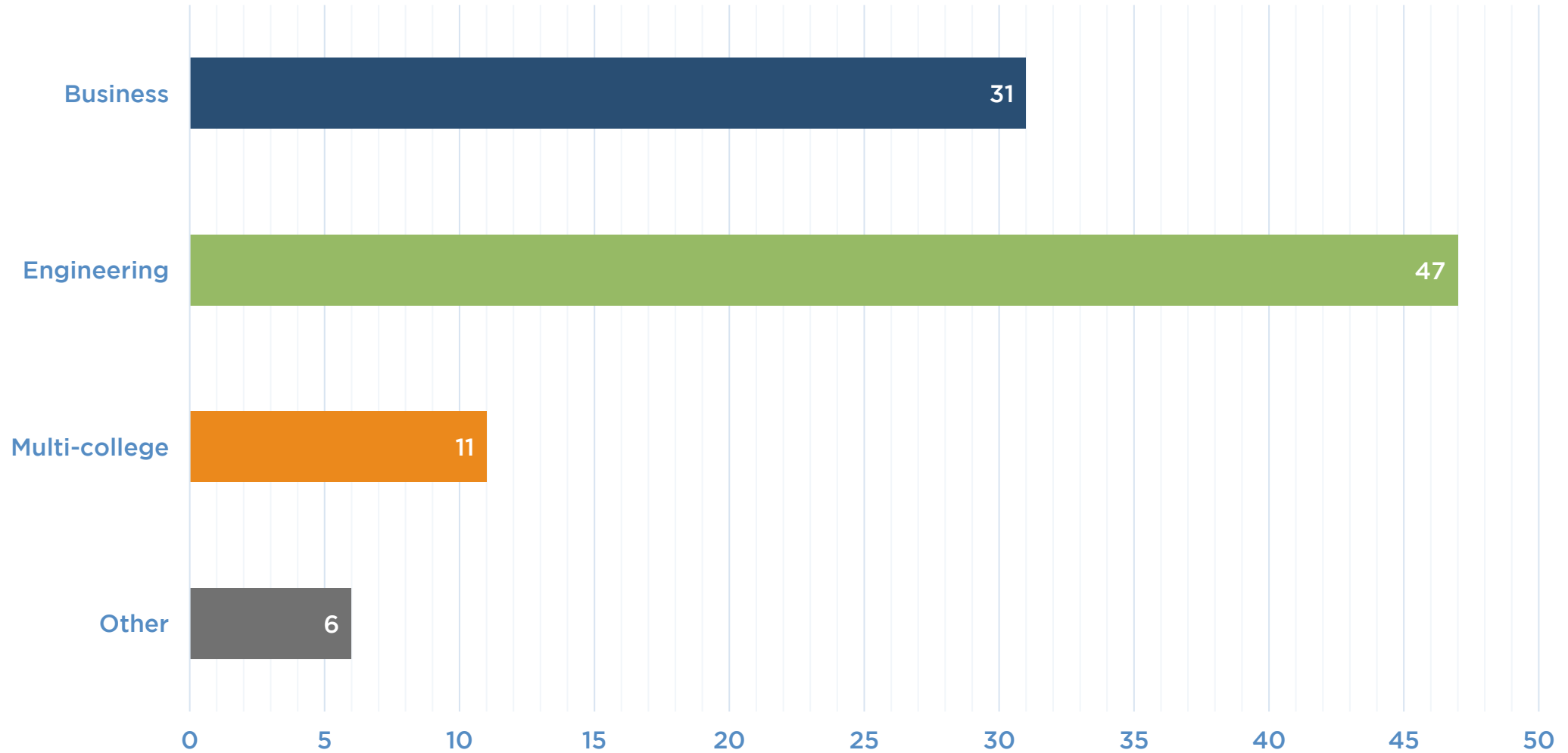**The Platform for Better Experiential Learning**

2022: Who participated?

OVERALL

■ Faculty ■ Staff ■ Leadership ■ Other

47%
29%
20%
4%

95
Participants
84%
Directly Involved
with Experiential

Who participated?

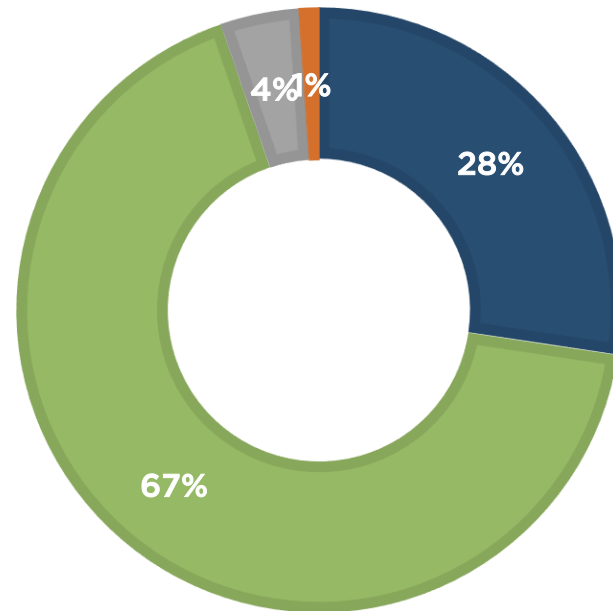| Category	Value
Business	31
Engineering	47
Multi-college	11
Other	6

Are live clients involved?

ALL DISCIPLINES

- ■ Yes, for all projects
- ■ Yes, for some projects
- ■ No, our projects are internal
- ■ No, we do not use projects

28%

67%

4% 1%

Live Clients Year over Year, All Disciplines	
2022	2021
95%	90%

n = 95

Are live clients involved?

Legend:
- ■ Yes, for all projects
- ■ Yes, for some projects
- ■ No, our projects are internal
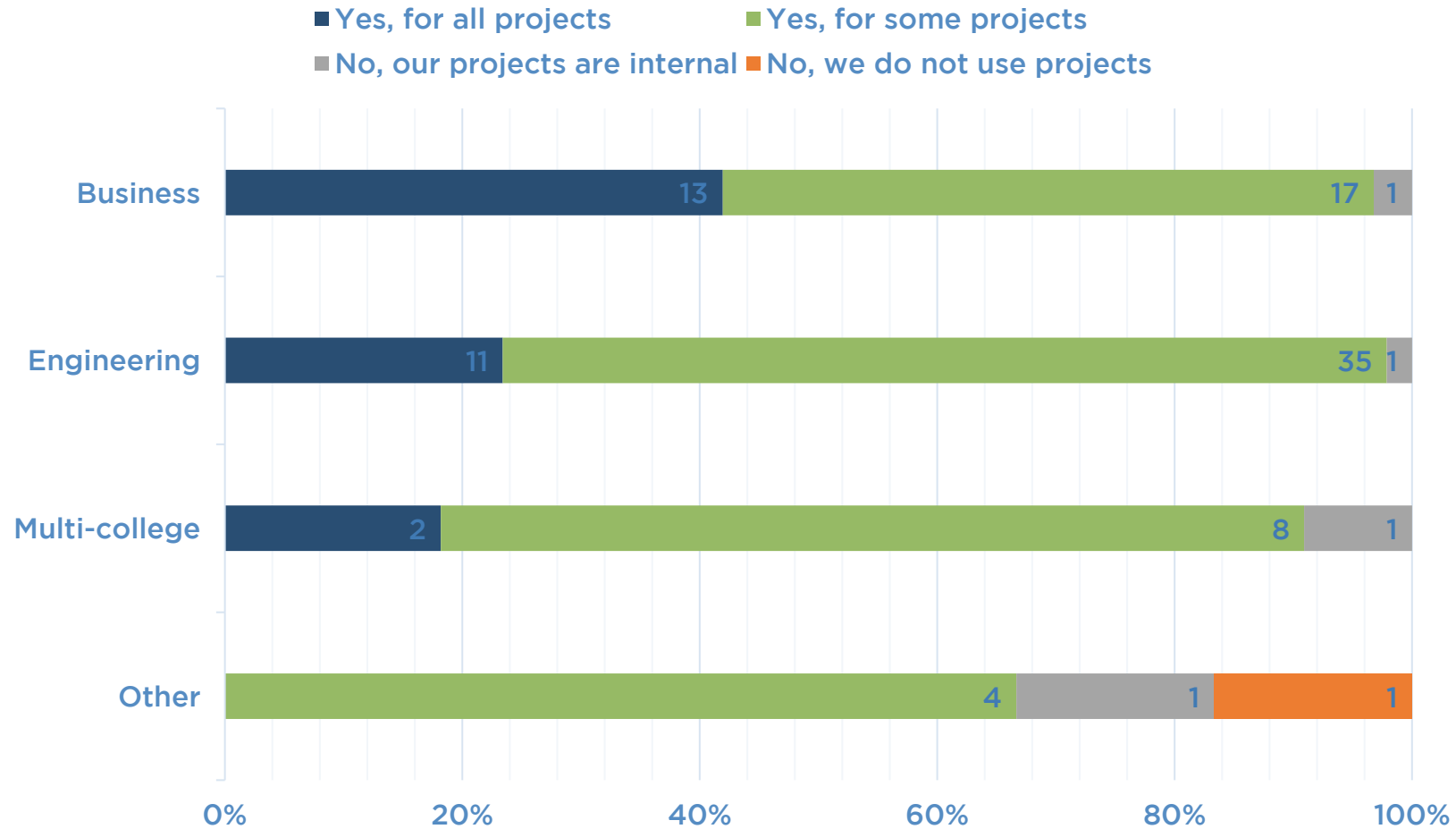- ■ No, we do not use projects

Business: 13, 17, 1

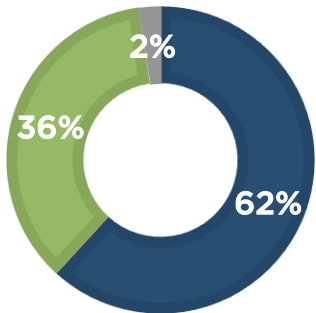Engineering: 11, 35, 1

Multi-college: 2, 8, 1

Other: 4, 1, 1

n = 95

Experiential Learning requirement?

ALL DISCIPLINES, 2022

- ■ Yes
- ■ No, elective or co-corruicular only
- ■ No PBL Programs

2%
36%
62%

n = 90

49%
62%

70%
60%
50%
40%
30%
20%
10%
0%

2019   2020   2021   2022

Experiential Learning requirement?

■ Yes   ■ No, elective or co-curricular only   ■ No PBL programs

Category	Yes	No, elective or co-curricular only	No PBL programs
Business	16	14	
Engineering	33	10	2
Multi-college	4	6	1
Other	2	2	

0%   20%   40%   60%   80%   100%

n = 90
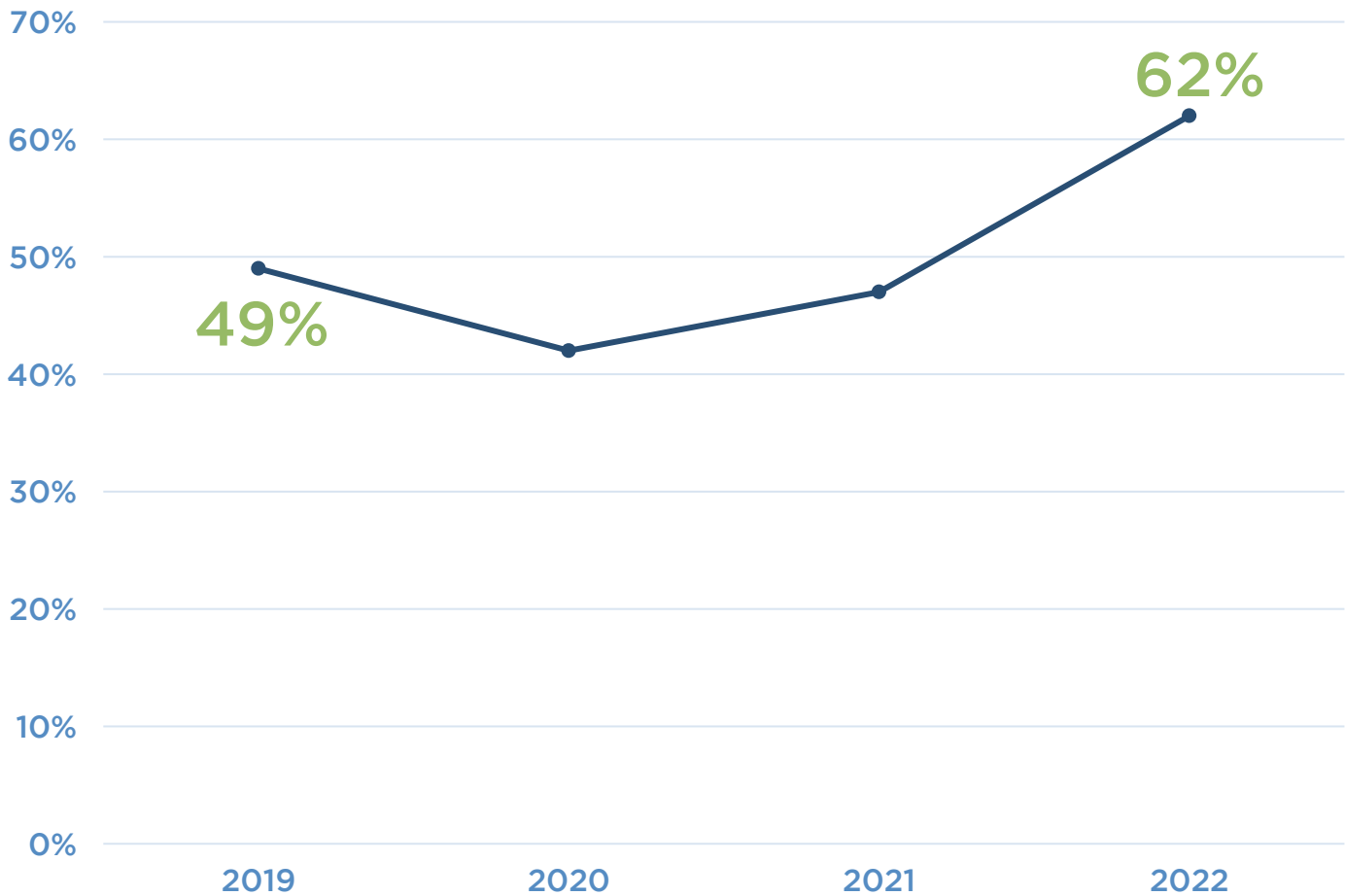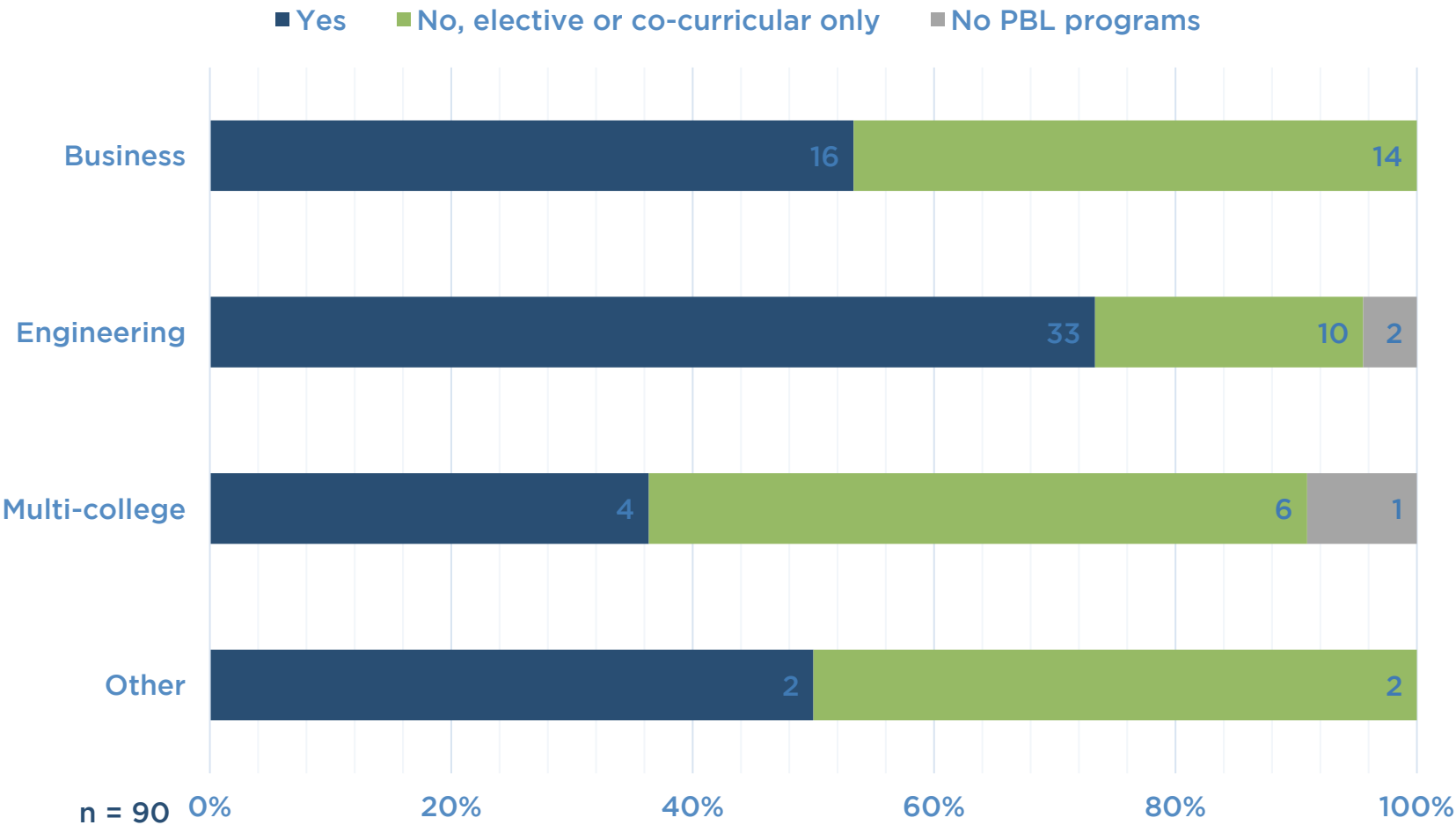
73%
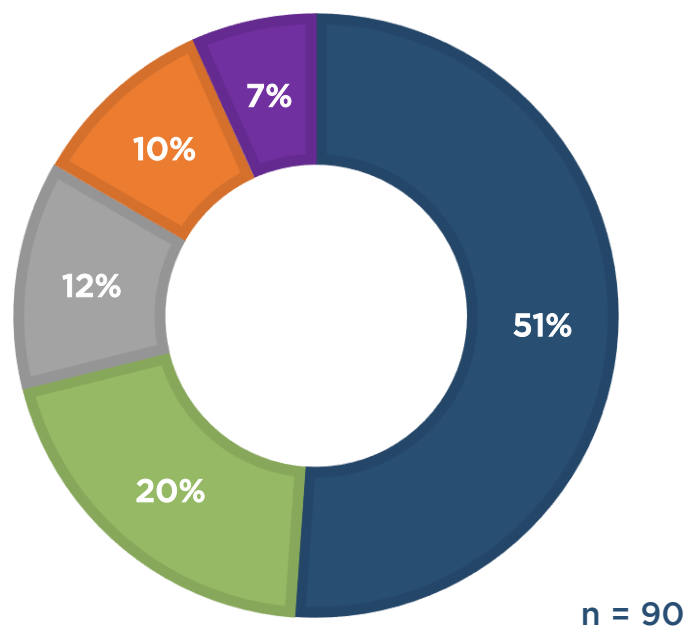**Engineering Programs Requiring PBL**

53%
Business programs Requiring PBL

Do you charge a project fee?

ALL DISCIPLINES

- No fee
- Yes, <$5,000
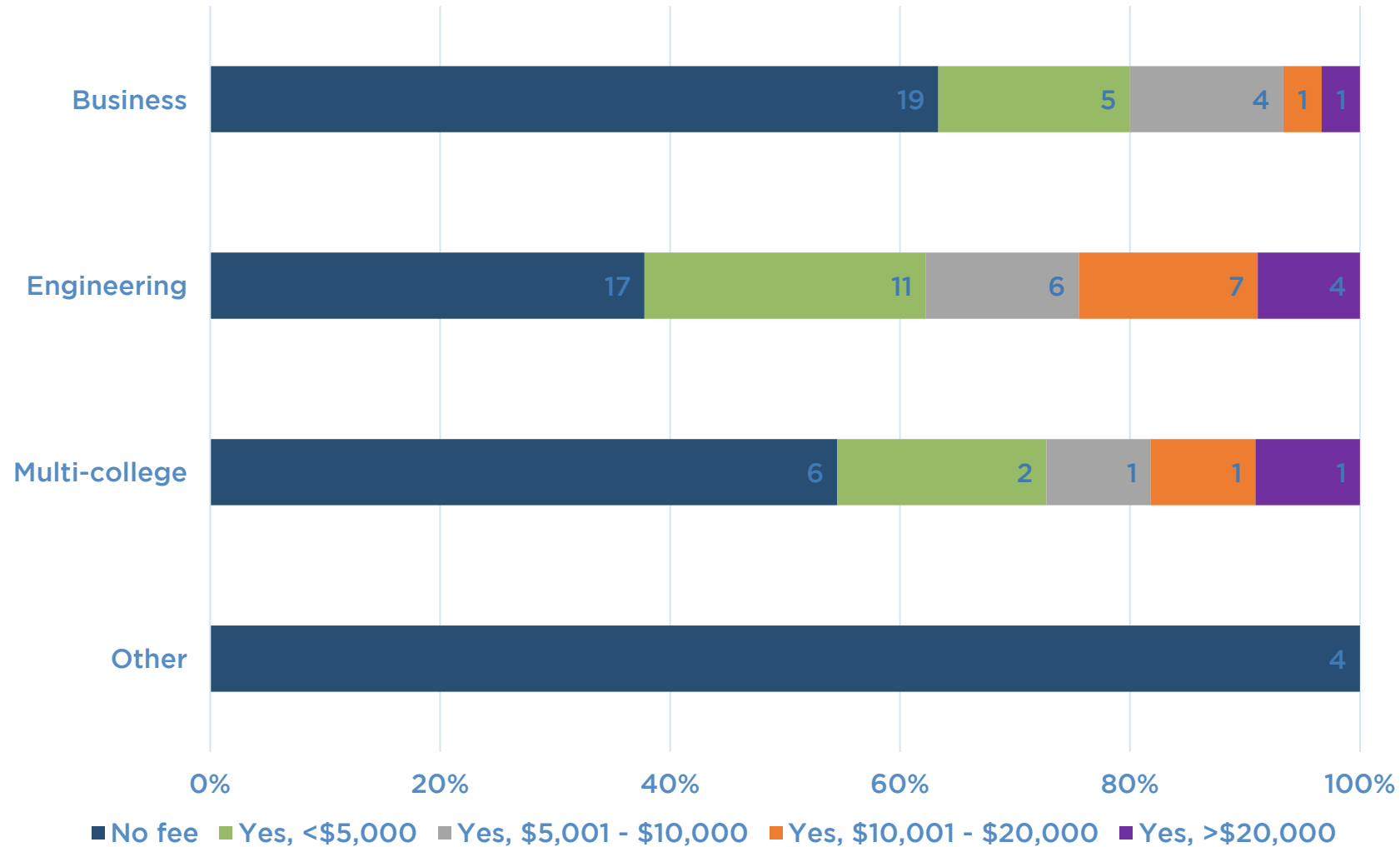- Yes, $5,001 - $10,000
- Yes, $10,001 - $20,000
- Yes, >$20,000

7%
10%
12%
51%
20%

n = 90

Any Fee Year over Year, All Disciplines	
2022	2021
49%	37%

Do you charge a project fee?

Chart data (horizontal stacked bars):

Category	No fee	Yes, <$5,000	Yes, $5,001 - $10,000	Yes, $10,001 - $20,000	Yes, >$20,000
Business	19	5	4	1	1
Engineering	17	11	6	7	4
Multi-college	6	2	1	1	1
Other	4				

Any Fee Year over Year

	2022	2021
Business	37% ⬆	33%
Engineering	62% ⬆	50%

Legend: ■ No fee   ■ Yes, <$5,000   ■ Yes, $5,001 - $10,000   ■ Yes, $10,001 - $20,000   ■ Yes, >$20,000

n = 90

Does your program include multidisciplinary projects?

ALL DISCIPLINES

■ Yes, within the college ■ Yes, across colleges ■ No

30%

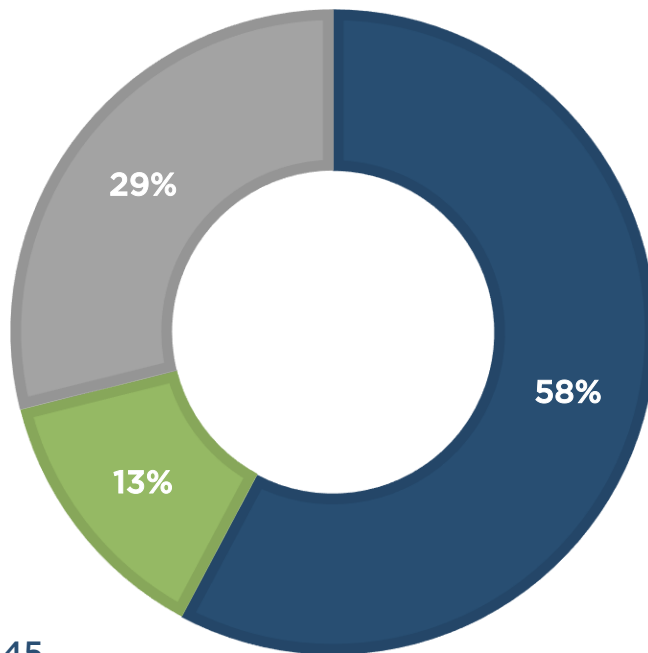48%

22%

n: 90
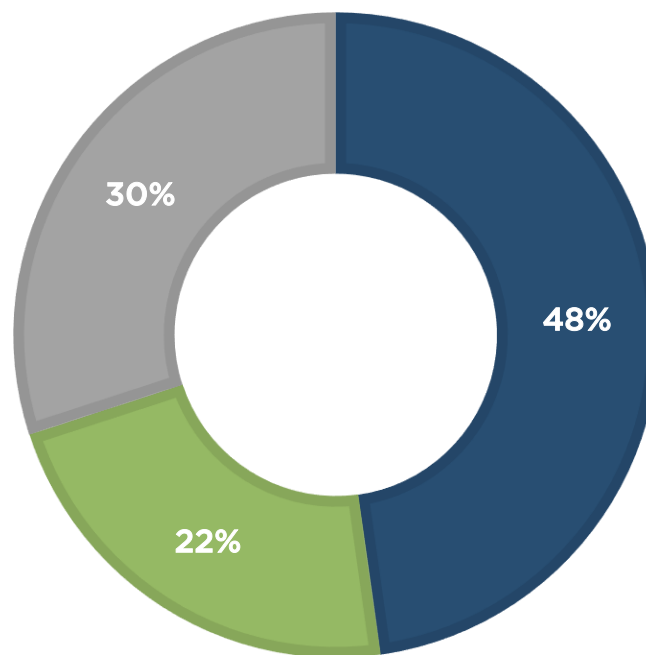
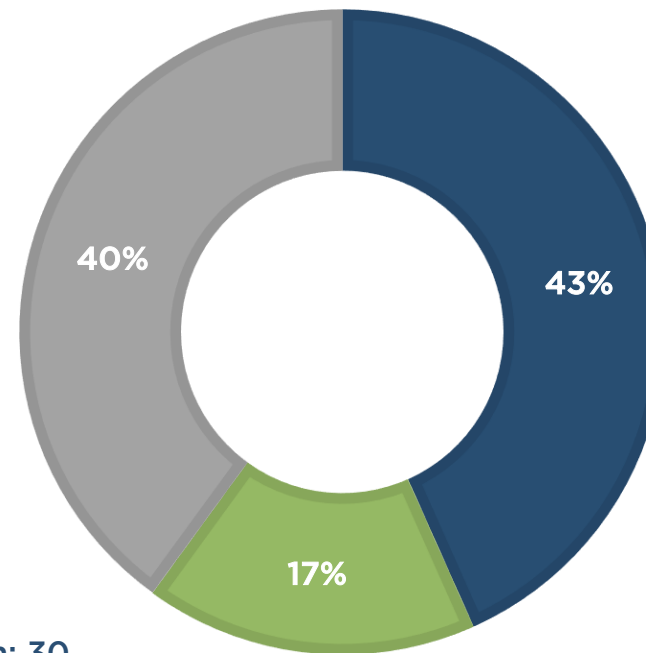# Does your program include multidisciplinary projects?

ENGINEERING

- Yes, within the college
- Yes, across colleges
- No

29%
58%
13%

n: 45

BUSINESS

- Yes, within the college
- Yes, across colleges
- No

40%
43%
17%

n: 30

Year over Year Trend:
Engineering: **-4%**
Business: **-2%**

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

Experiential Innovations

Incorporating elements of character development and entrepreneurship.

We are launching multidisciplinary and mixed academic program projects.

We have implemented scaffolding of iterative assignments to ensure students get feedback on initial submissions which can then be improved. The assignments are each a part of the final design documentation that is submitted at the end of the project.

Experiential Innovations

Combining engineering skills with business and leadership development.

Sales engineering (partnership between sales and engineering programs)

More intentionality around project matching with student needs.

Orientation lunches for the employer mentors that will work with our student teams. It's helped to set expectations and provide clarification.

Formal Director or Office of Experiential?

Business
63%
n: 30

Multi-college
26%
n: 11

Engineering
40%
n: 45

Overall
48%
n: 90

Year over Year Trend

Business	Multi-college	Engineering	Overall
+23%	-19%	+15%	+9%

After a major increase in 2020 but pause in 2021, growth in new offices of EL has resumed.
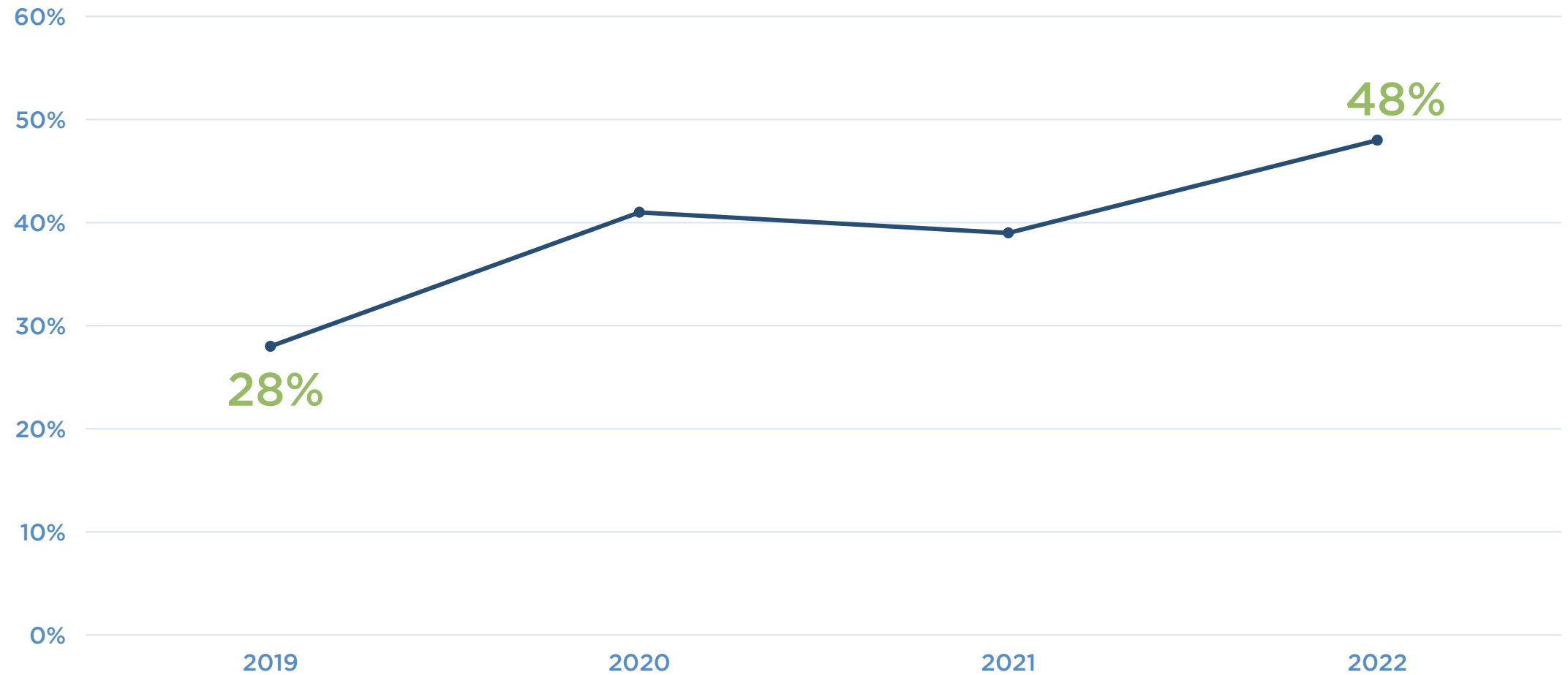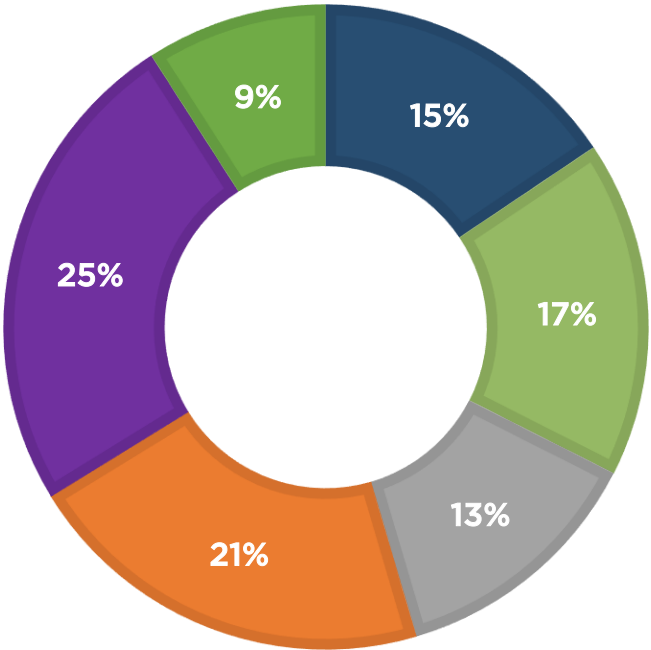
Where Do Projects Come From?

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

n: 77

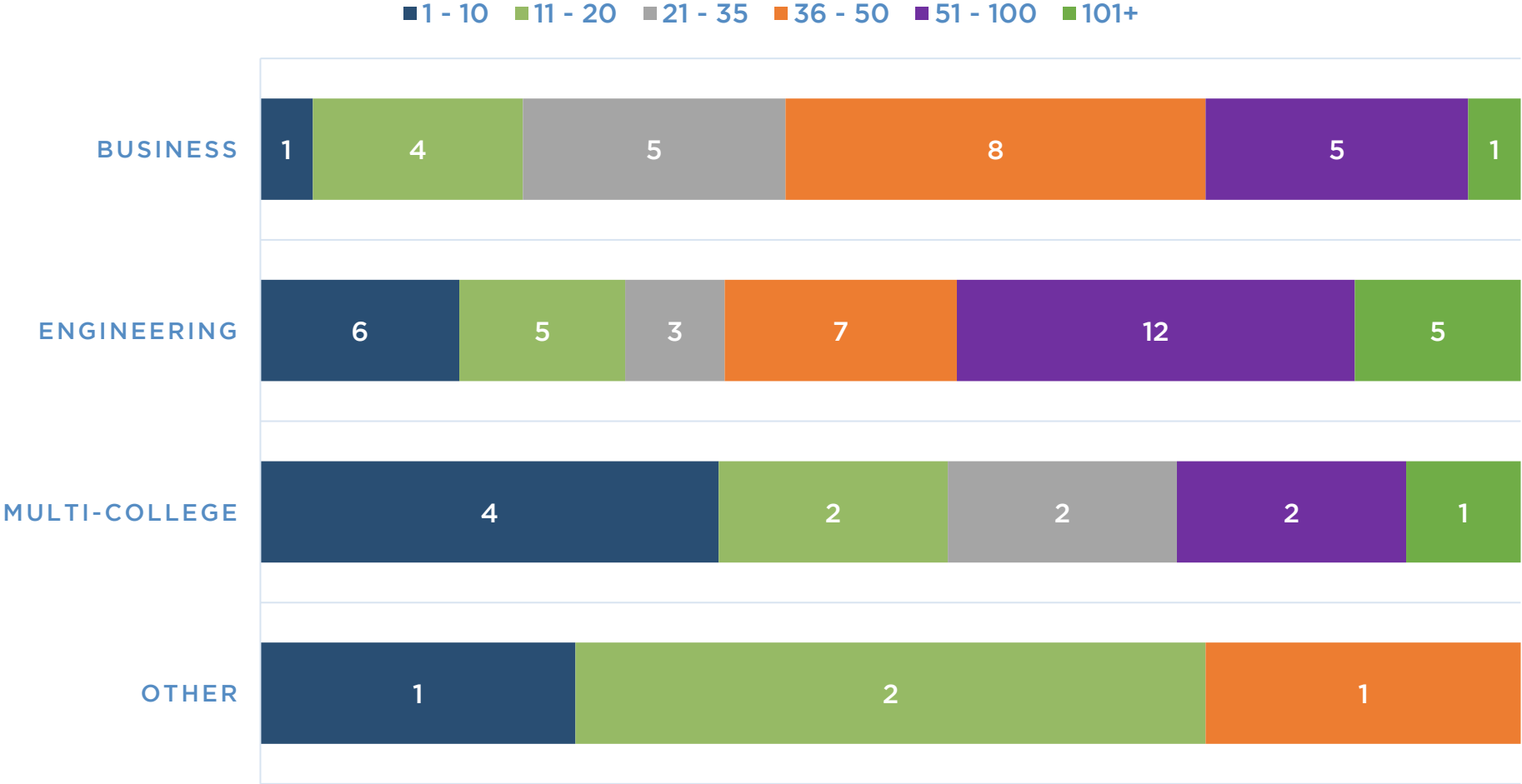# How many projects each year within your college (not university-wide)?

ALL DISCIPLINES

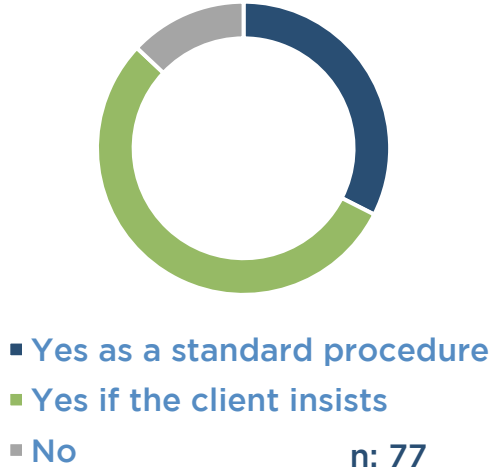- 1 - 10
- 11 - 20
- 21 - 35
- 36 - 50
- 51 - 100
- 101+

15%
17%
13%
21%
25%
9%

n: 77

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

Legend: 1 - 10 | 11 - 20 | 21 - 35 | 36 - 50 | 51 - 100 | 101+

BUSINESS: 1 | 4 | 5 | 8 | 5 | 1

ENGINEERING: 6 | 5 | 3 | 7 | 12 | 5

MULTI-COLLEGE: 4 | 2 | 2 | 2 | 1

OTHER: 1 | 2 | 1

n: 77

Do you use an NDA?

Overall

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

n: 77

Engineering

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

n: 38

Business

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

n: 24

Multi-college

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

n: 11

Only 13% of programs, across all disciplines, will not use an NDA, even if a client insists

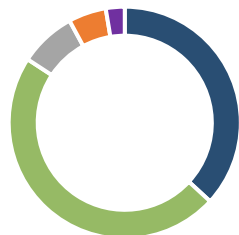# You feel your program sets clear expectations with project sponsors

ALL DISCIPLINES

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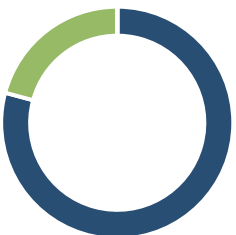- Neutral
- Somewhat disagree
- Strongly disagree
- N/A

51%

38%

5%

2%

3%

1%

n: 77

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

- ■ Business
- ■ Engineering
- ■ Multidisciplinary
- ■ Other
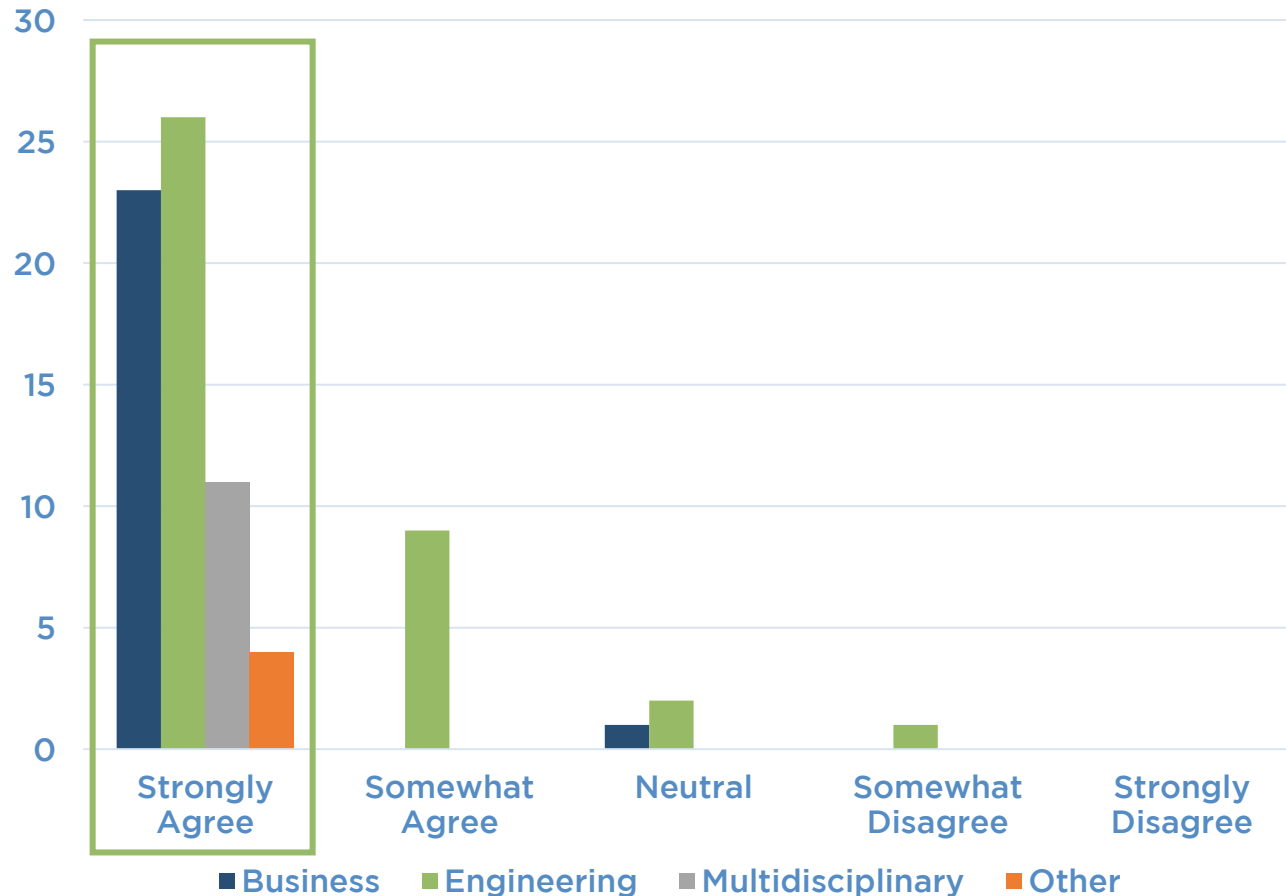
n: 77

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

2.8/3 Weighted Average
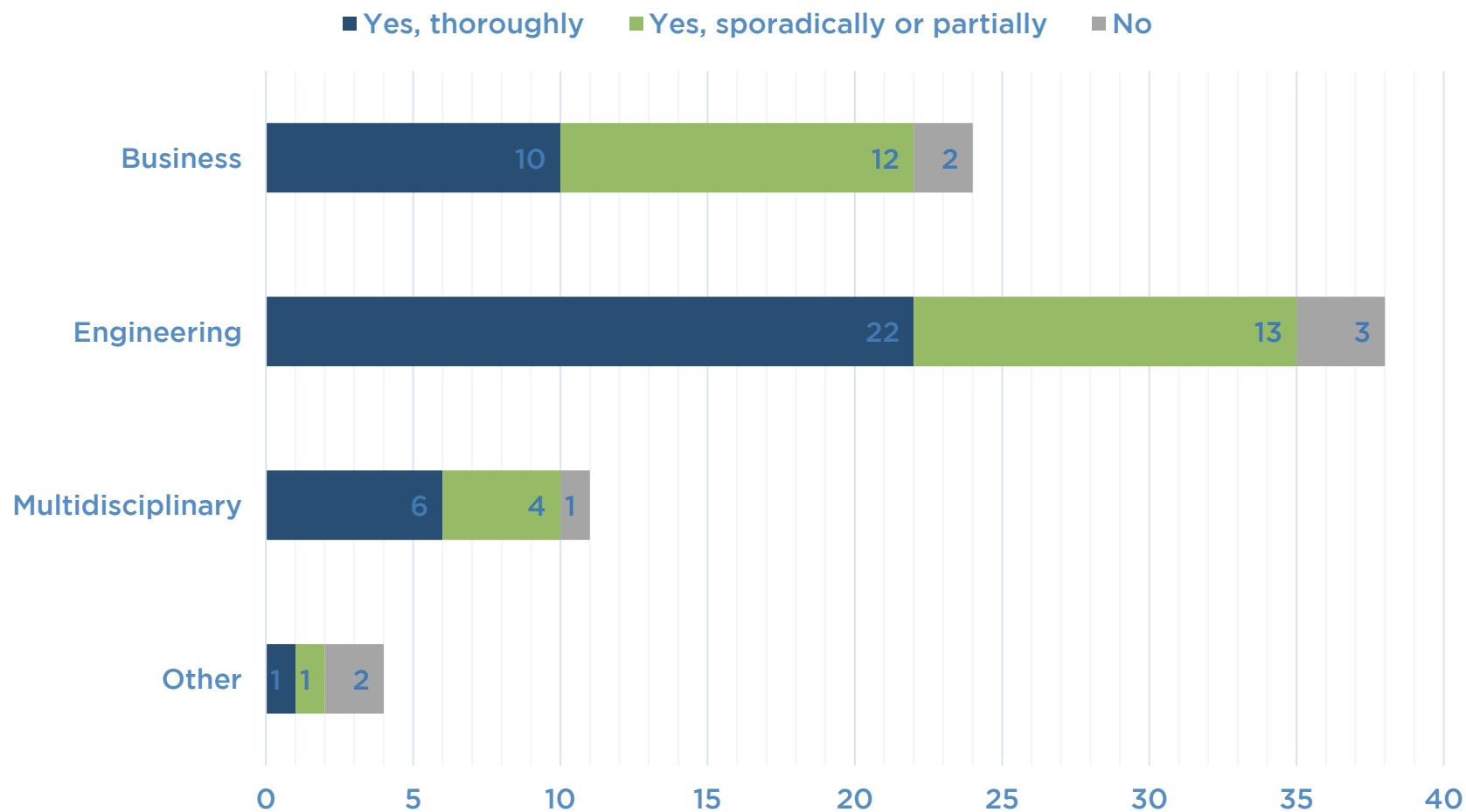

Unchanged Year over Year

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

■ Yes, thoroughly   ■ Yes, sporadically or partially   ■ No

Business: 11 | 11 | 2

Engineering: 22 | 16

Multidisciplinary: 6 | 5

Other: 3 | 1
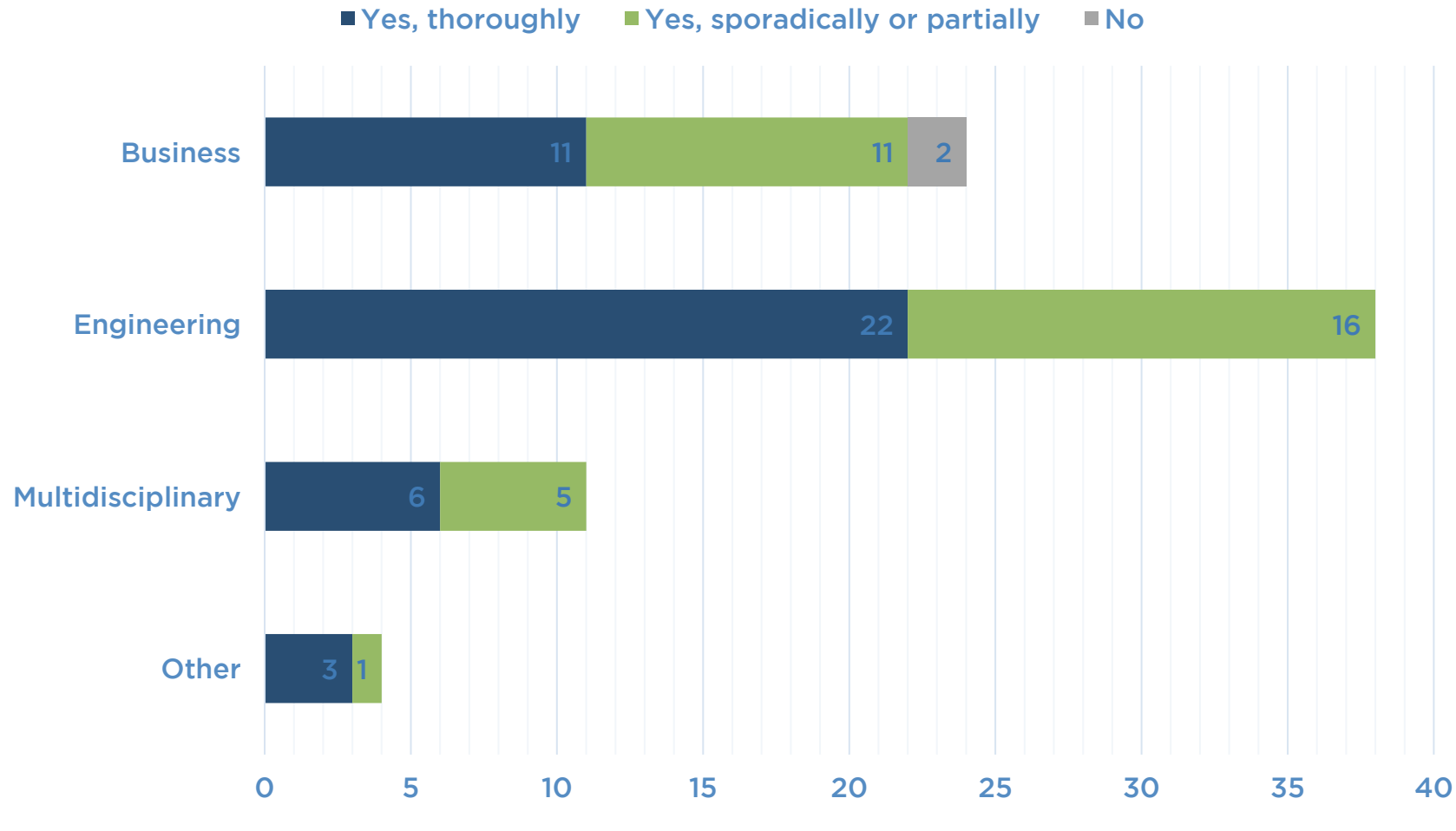
Year over Year:
46% -> 55%
Second year in a row of growth

0   5   10   15   20   25   30   35   40

n: 77

Your biggest challenges?

Finding projects and companies students can get excited about; linking project completion to good career outcomes.

Estimating the level of difficulty for the students and scoping the project. Conveying feeling of ownership to the students.

Finding a balance between students' reaching their learning outcomes and clients getting a meaningful prototype/product out the project within the scope of the student's curricular timeframe and expected learning outcomes.

Unaccounted time for faculty involved, lack of adequate staffing, undervalued by university because engineering is new at the university.

Your biggest challenges?

Soliciting the projects themselves and getting clients who will spend the time to mentor the teams..

More projects than we can take on.

Getting students to enroll. I would love to grow our program, but every semester it's like pulling teeth to get students to register.

Gaining faculty commitment to lead projects.

Your biggest challenges?

Getting the word out to students to have them participate.

Gaining faculty commitment to lead projects.

Effective oversight at the college level. Departments and programs have their own policies, procedures, and records.

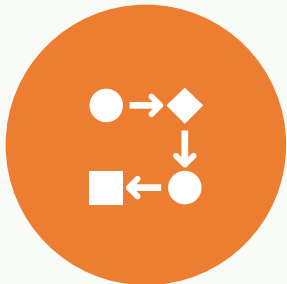Effectively managing a portfolio of projects across time.
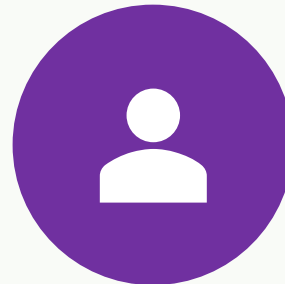
Your biggest challenges?

Getting the students to engage initially, but after they are involved they are fine. Usually lack of initial confidence in knowing enough to carry out the project.

Contracts, they seem to be getting longer and longer.

Matching skills to projects. Also making sure the scope is appropriate.

The lack of a director of experiential learning to strategically coordinate experiential project and to support faculty who wish to incorporate such projects into their courses.
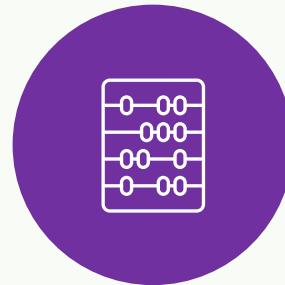
Your biggest challenges?

Rapid growth of student enrollment in the CSE department - we have to ramp up the number of projects (are charging less and less, many for free).

Organizations expecting to get high quality projects done for free.

The project has to be important enough to the client to be willing to invest time and share data.

Funding over the long-term and faculty/staff to direct the programs.

Your biggest challenges?

We have, each year:

1700 students

350 projects

1 faculty member coordinating

What advice would you give?

Set expectations early And help students get comfortable with communicating with their clients.

Ensure you have dedicated faculty and industry mentors that can meet with them regularly.

Establish clear and specific guidelines for what students should learn from working on the project - these are often part of the learning objectives for the PBL course.

Getting students to understand that failure of the project doesn't mean that they themselves have failed is key to guiding students throughout the program.

Alumni are key influencers and allies.

What advice would you give?

Gather information from other programs and determine what works best for you. Everything doesn't make sense for everyone. Don't overdo in the beginning.

Someone needs to be in charge - and it takes time to develop and run an effective program.

Focus efforts on removing barriers to student success rather than micro managing teams.

What advice would you give?

Work with your career center.

Ensure top-down support from the Dean for experiential programs and that a budget line exists to support new initiatives.

In my director role, I also oversee the hackathon program, industry-led workshops, and the corporate relationships to fund those. This has led to a strong networking effect to help recruit more corporate experiential capstone projects.

Scoping projects that can be completed in a semester is very important. Retaining companies for repeat projects really reduced the cost of running the program in both time and money spent on the front end to secure projects.

What advice would you give?

Have University or college-wide buy-in. A team of corporate relations, career services, faculty need to work together to ensure that the program has legs.

Scaffolding the learning for student experience starting with freshman. Include unpacking/reflection after each experience so that the complete learning cycle is achieved.