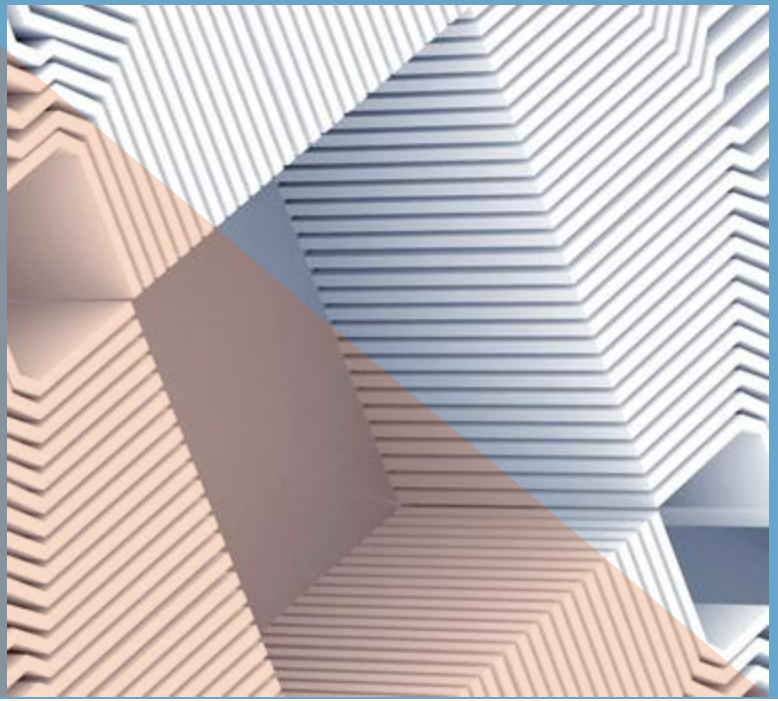
Integrating **Career Readiness** into **High-Impact Practices** and **Experiential Learning**



Mary Gatta, NACE
Ashley Finley, AAC&U

AAC&U Institute on Connecting the Undergraduate Experience
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Why focus on high-impact and experiential learning?

(Findings from 2025 NACE study on early career talent)

FIGURE 5

Perceptions of the value of higher education

	Experiential learner	Nonexperiential learner	N
Would pursue college again	78.8%	71.9%	1,287
Would choose the same university	76.2%	68.4%	1,294
Would pursue an alternative to college, e.g., trade school, certificate, etc.	17.7%	29.5%	1,291
My institution prepared me for my current career	48.8%	27.9%	1,291
My degree is relevant to my job	71.1%	55.5%	1,296
I am confident in my ability to repay my student loans	37.1%	24.3%	469

Source: Early Career Talent Survey. National Association of Colleges and Employers.

NACE

Percent Who Have a Mentor in Their Early Career

N=1,297



41.3%
Experiential Learners

23.9%
Nonexperiential Learners

Source: Early Career Talent Survey. National Association of Colleges and Employers.

Percent Who Have a Network in Their Early Career

N=1,298



78.8%
Experiential Learners

64.3%
Nonexperiential Learners

Source: Early Career Talent Survey. National Association of Colleges and Employers.

NACE

FIGURE 3

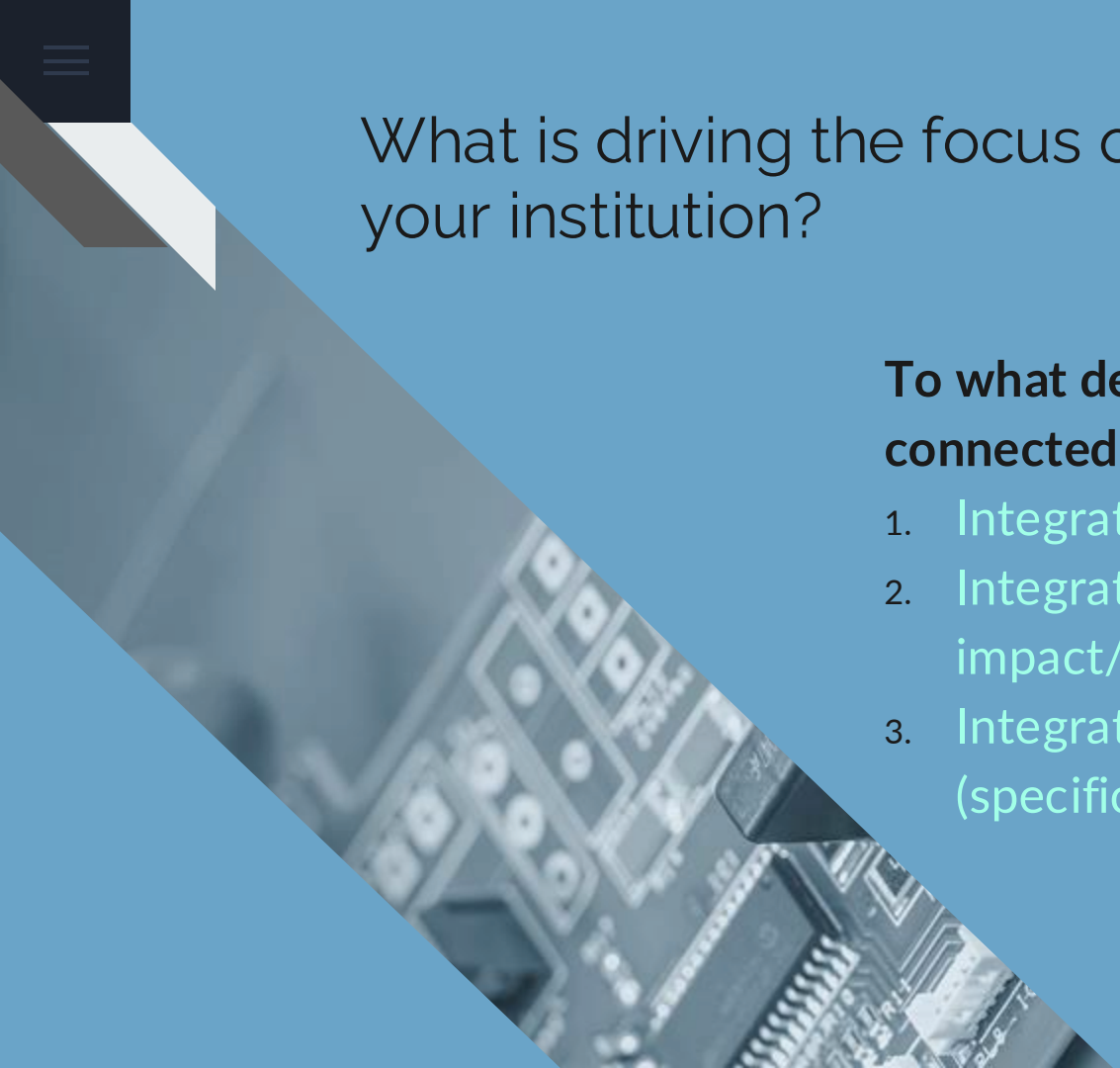
Average salary, experiential vs nonexperiential learners

N=1,230



Source: Early Career Talent Survey. National Association of Colleges and Employers.

What is driving the focus on **career readiness** **at** your institution?



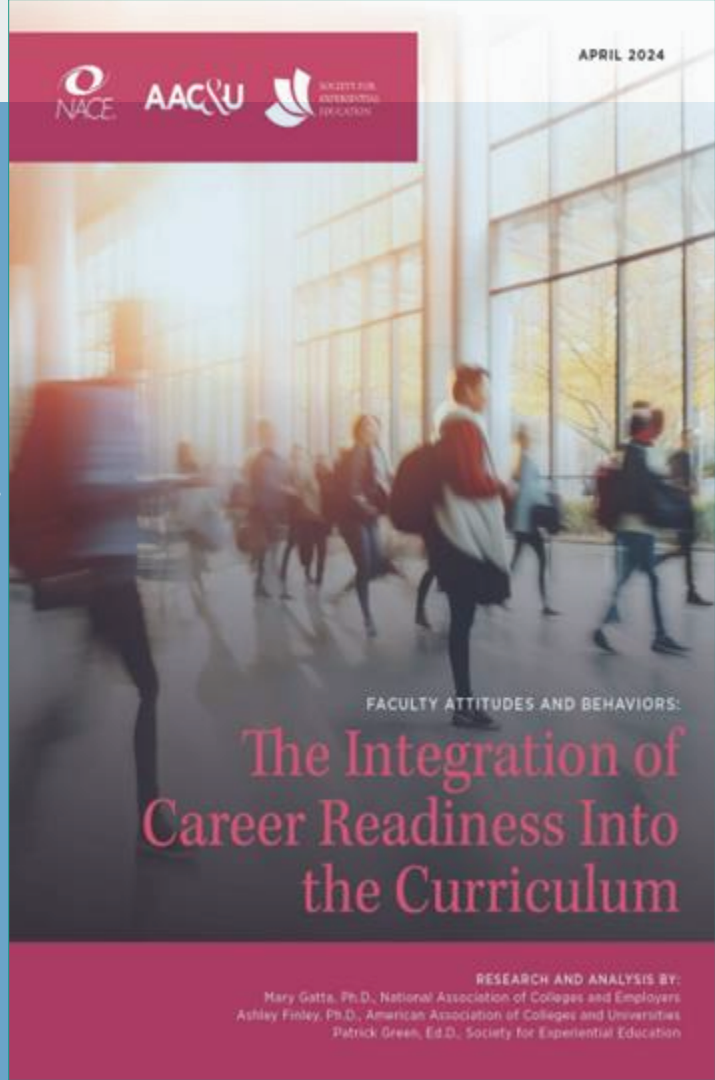
To what degree have the following been connected with those discussions:

1. Integration into general education
2. Integration with high-impact/experiential learning practices
3. Integration with e-Portfolio (specifically)

Phase I (2023):

Faculty Attitudes and Behaviors: Integrating Career Readiness Into the Curriculum

- 92% of faculty report being asked for career advice *but only 44% **regularly advising students on career exploration***.
- 53% of faculty get career resources from other faculty vs. **47% who get report resources from the career center.**
- Nearly half (49%) of faculty report collaborating with the career center either ***once a year or never* (30%).**
- 70% faculty said referring students to the career center was the main form of "collaboration"
- 80% of faculty say the integrate career readiness into courses BUT only less 40% say they have students create a career-relevant project or reflection.



Phase II (2025): The Integration of Career Readiness into Experiential Learning and High-Impact Practices: An Examination of Stakeholder Perspectives and Practices

- Sample includes faculty, staff, administrators who engage in experiential learning/HIPs (N = approx. 7,500 respondents)
- Survey covered:
  - Scale & quality of implementation for experiential learning and high-impact practices (HIPs)
  - Alignment of career competencies with learning outcomes
  - Integration of career preparation within HIPs/experiential learning

Who mainly **leads/facilitates** high-impact/experiential learning practices at your institution?

- Faculty
- Staff
- Administrators



How far have we come in implementing high-impact practices?

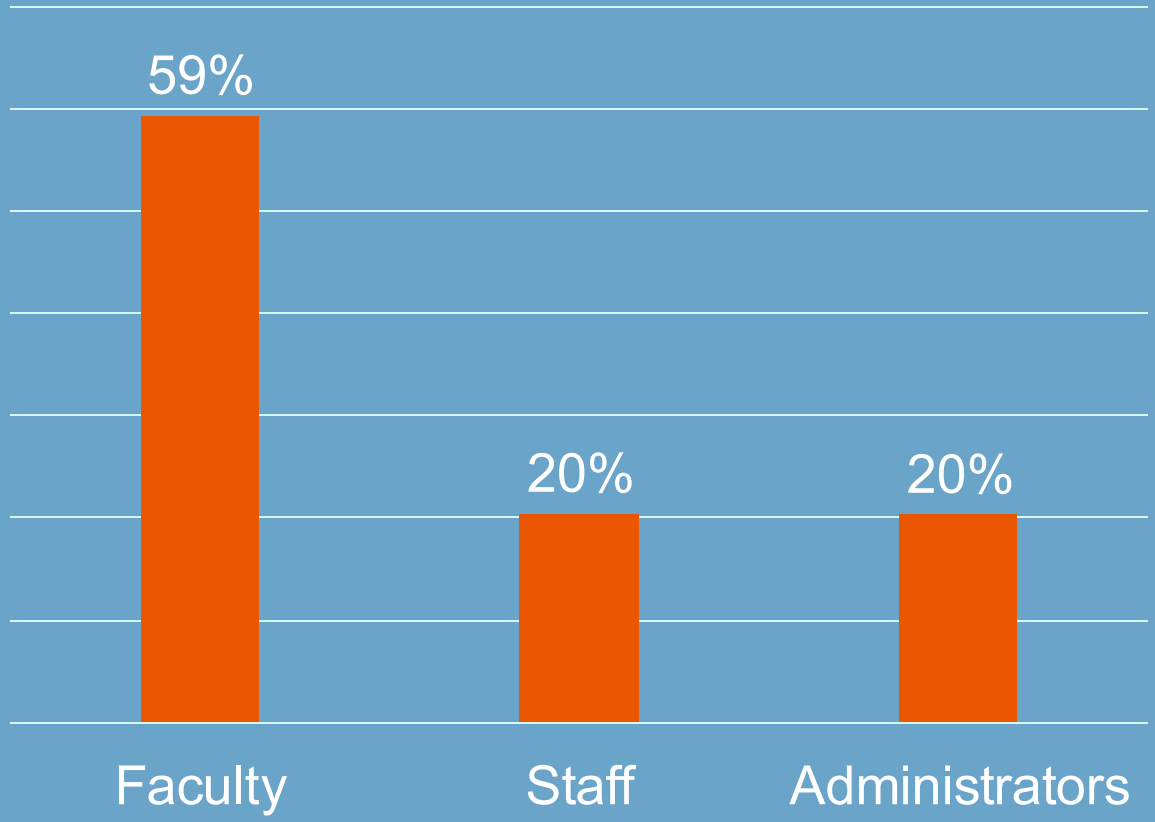
Community-Based
- Service-learning
- Structured Community-engagement in the co-curriculum
- Undergraduate research
- Study abroad
- Alternative break

Campus-Based
- ePortfolios
- Leadership programs
- Capstone courses
- First-year seminars/experiences
- Learning communities
- Other

Work-Based
- Student employment on campus
- Campus-based and/or off-campus internships
- Campus-based and/or community-based work study

24.6% are leading, facilitating, coordinating any of the above

HIPs/ Experiential Learning Implementation by Position



Campus-Based

- ePortfolios
- Leadership programs
- Capstone courses
- First-year seminars/experiences
- Learning communities
- Other

Community-Based

- Service-learning
- Structured Community-engagement in co-curriculum
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- Alternative break

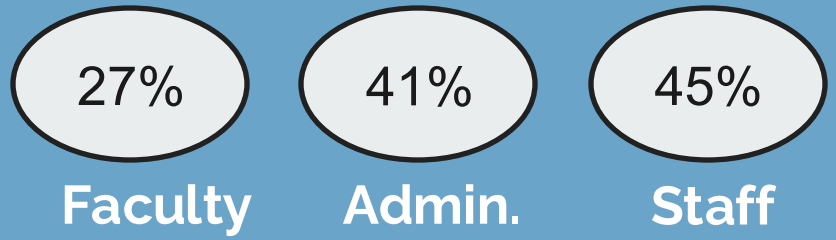
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HIPs implementation as % of position…



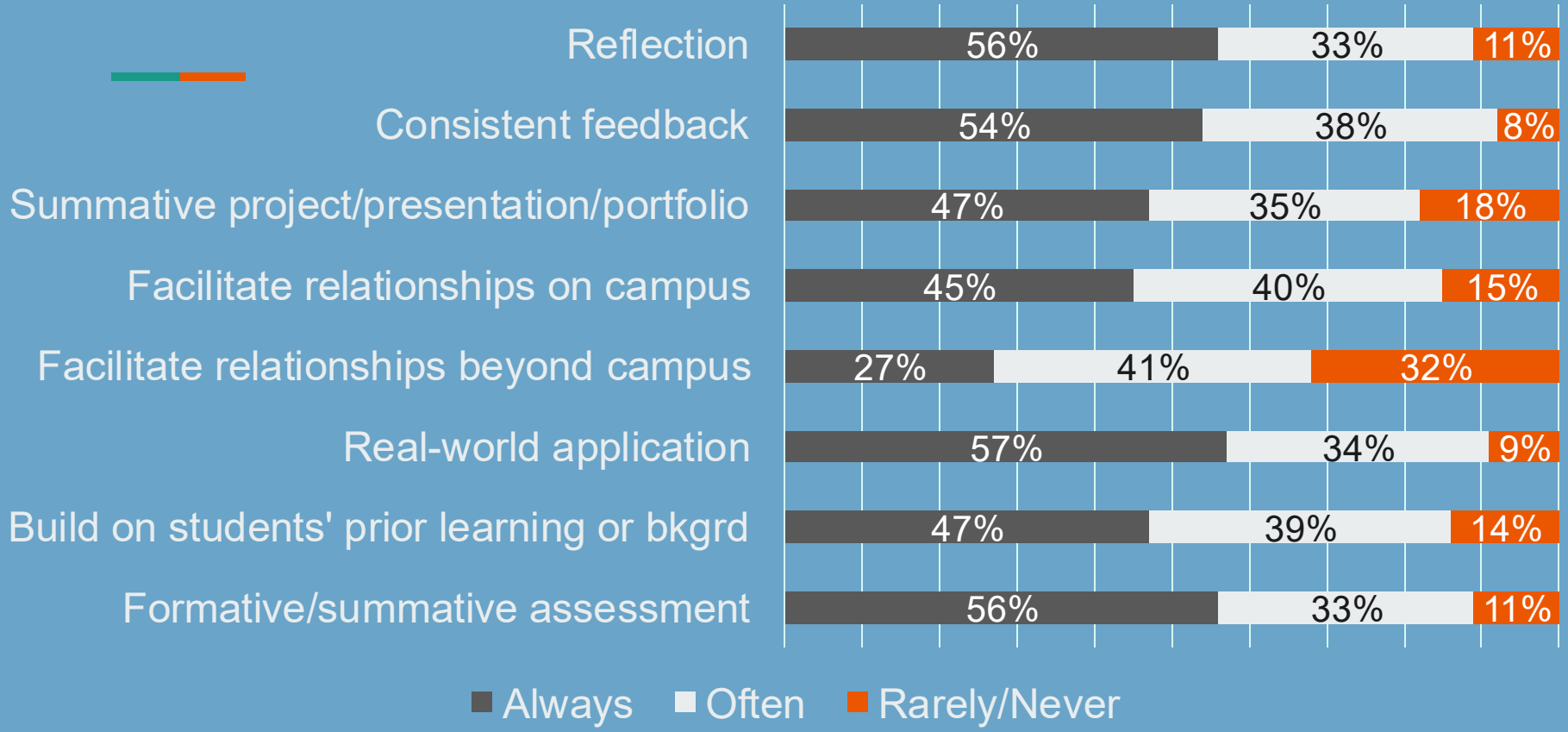




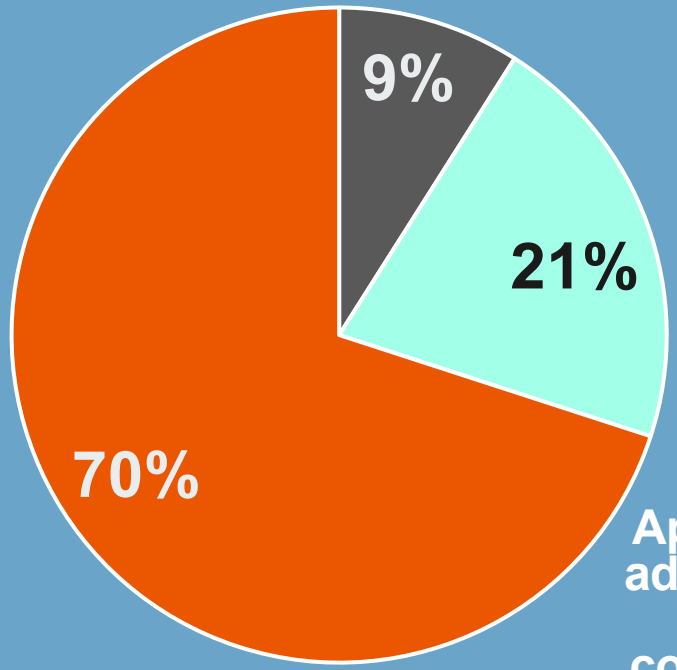


What defines **quality** of implementation of high-impact/experiential learning practices?

Implementation of Quality Dimensions

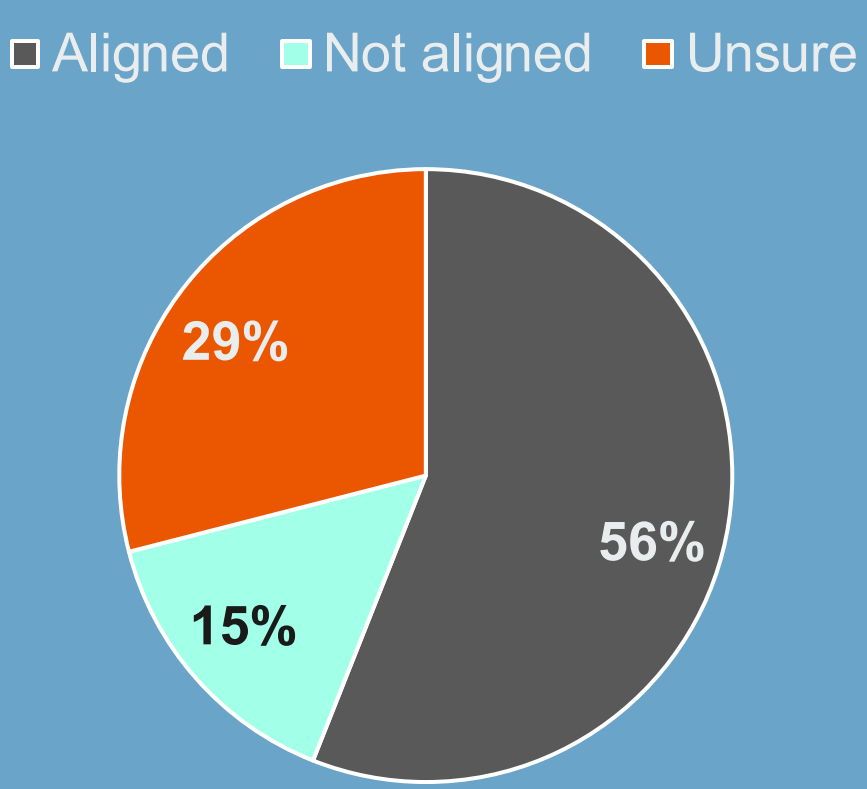


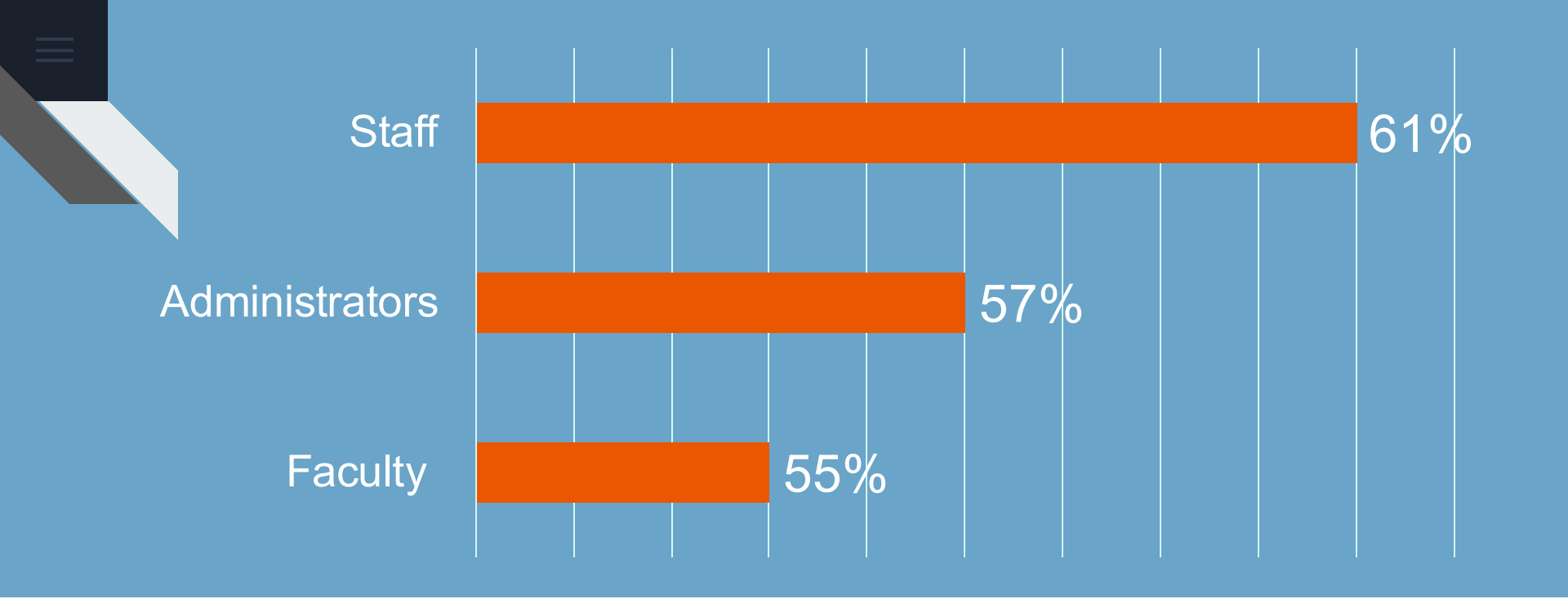
At your institution, are learning outcomes and career competencies considered to be the same or distinct?



Approx. 70% of faculty and administrators report some overlap between career competencies and learning outcomes vs. 62% of staff

Are career competencies aligned with HIPs or experiential learning?



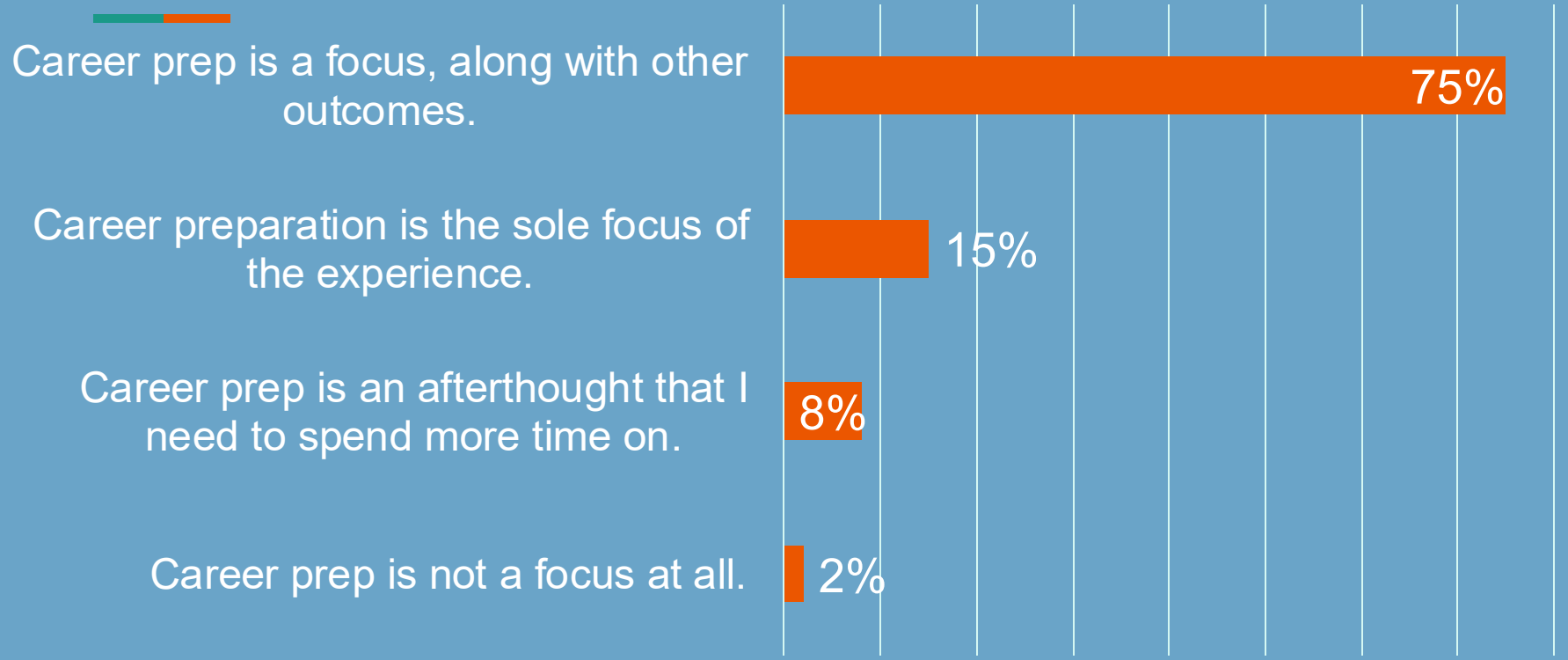


% by position that report alignment of career competencies with experiential learning and high-impact practices.

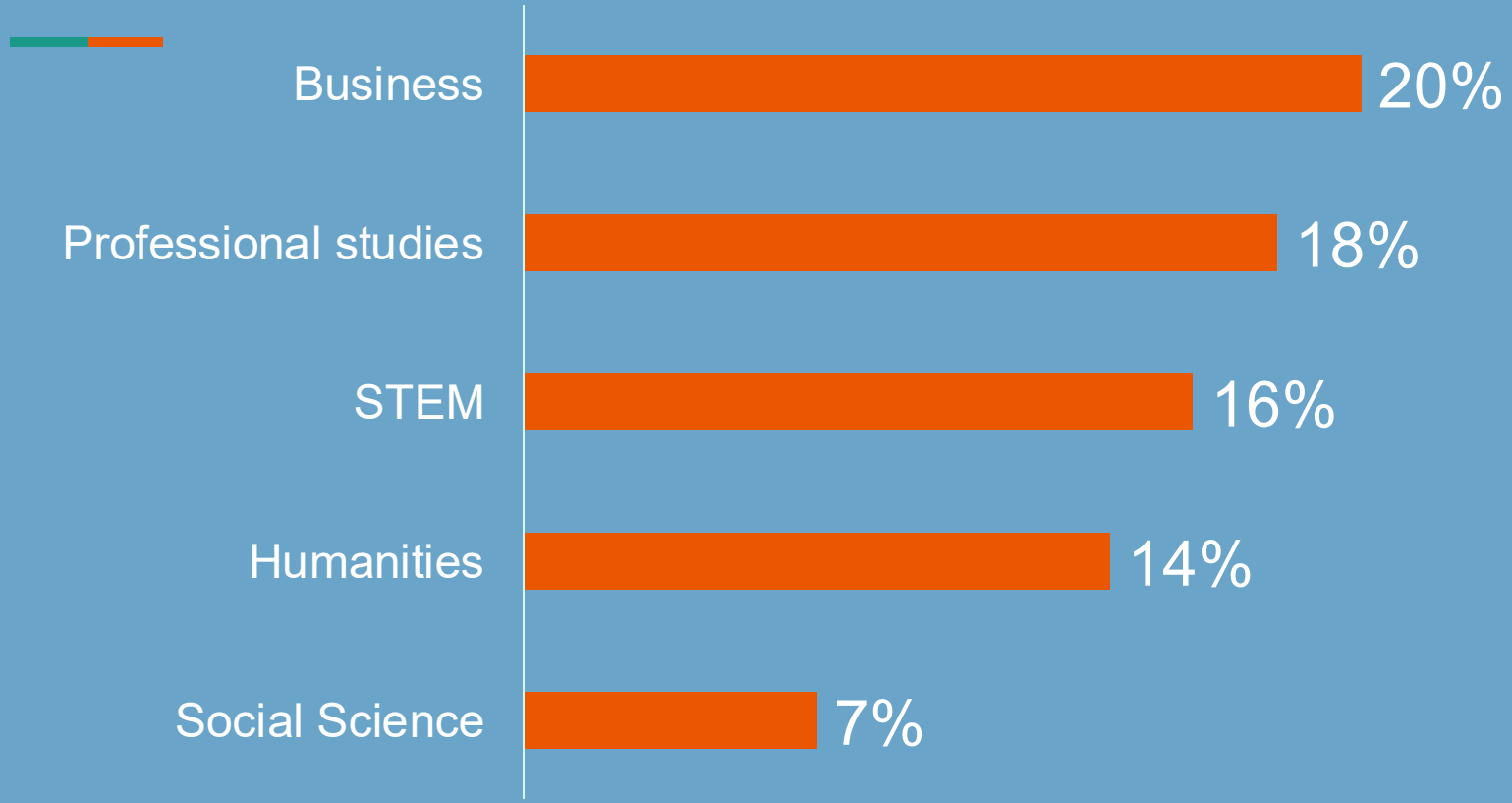


Does it matter if career readiness is the **sole or primary** focus of high-impact/experiential learning practices?

How is career preparation connected with high-impact/experiential learning?



% by discipline that report “career prep is the sole focus of experiential learning/high-impact practices”:



Top 4 Ways Respondents Align Career Readiness with HIPs/Experiential Learning

1

Help students identify and translate experiential learning/HIPs outcomes to career context

#1 STEM

2

Use career-oriented assignments to help students identify and translate experiential learning to career contexts

#1 Prof. studies, Humanities, Social sciences

3

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

#1 Business

4

Add a reflection on career skills during the experiential learning/high-impact practice

Recommendations

For Institutions

- Leverage advising and assessment
- Create reward structures that incentivize collaboration

For Faculty

- Infuse existing HIPs with work-based learning to amplify high-impact practices
- Build partnerships to increase resource capital
- Communicate career goals throughout academic programs

For Staff

- Align outcomes and assessment to increase resource capital
- Reinforce alignment with curricular learning

For Administrators

- Foster collaboration through structures (e.g., committees) and experimentation
- Invite shared professional learning opportunities

Group Discussion Questions

- Do these findings resonate with what you are seeing on your campus?
- What data or information would be helpful to know about how career readiness is being connected with high-impact and experiential learning practices on your campus?
- What assets/resources do you need to draw closer connections between career readiness and high-impact and experiential learning practices?