



# Illuminate

by Lumivero



# Thank you to our customers

**120,000+**

Students placed annually

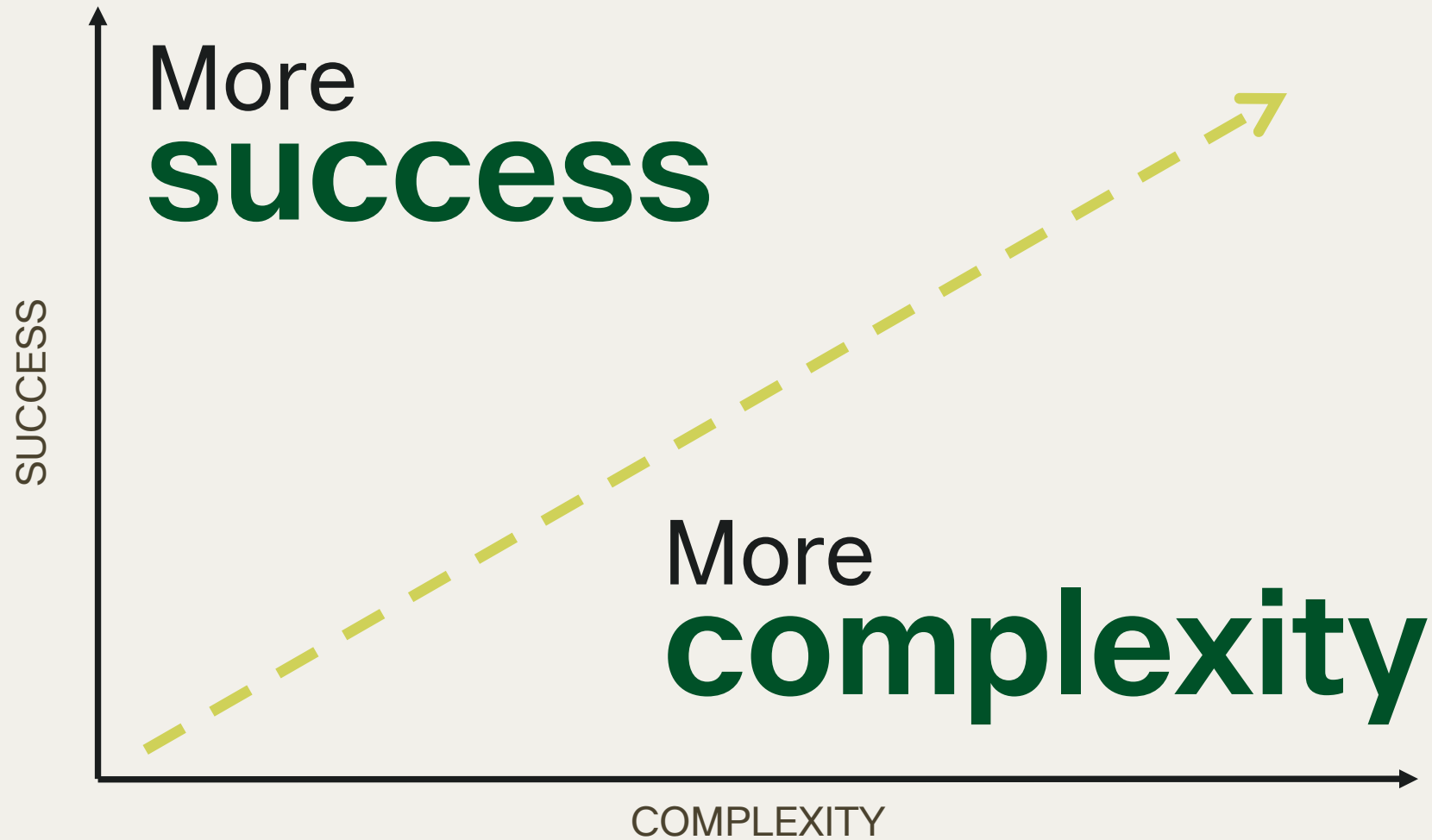
**800+**

Field experience programs

**300+**

Institutions served





Greater **need** for a solution

Students

Placement preferences

Video uploads

Prerequisites

Mentor assignments

Eligibility documentation

Time logs

Summative evaluations

Placement contracts

Formative evaluations

Faculty

Video feedback

The complexity  
you're  
navigating

Site  
partners

Supervisor qualifications

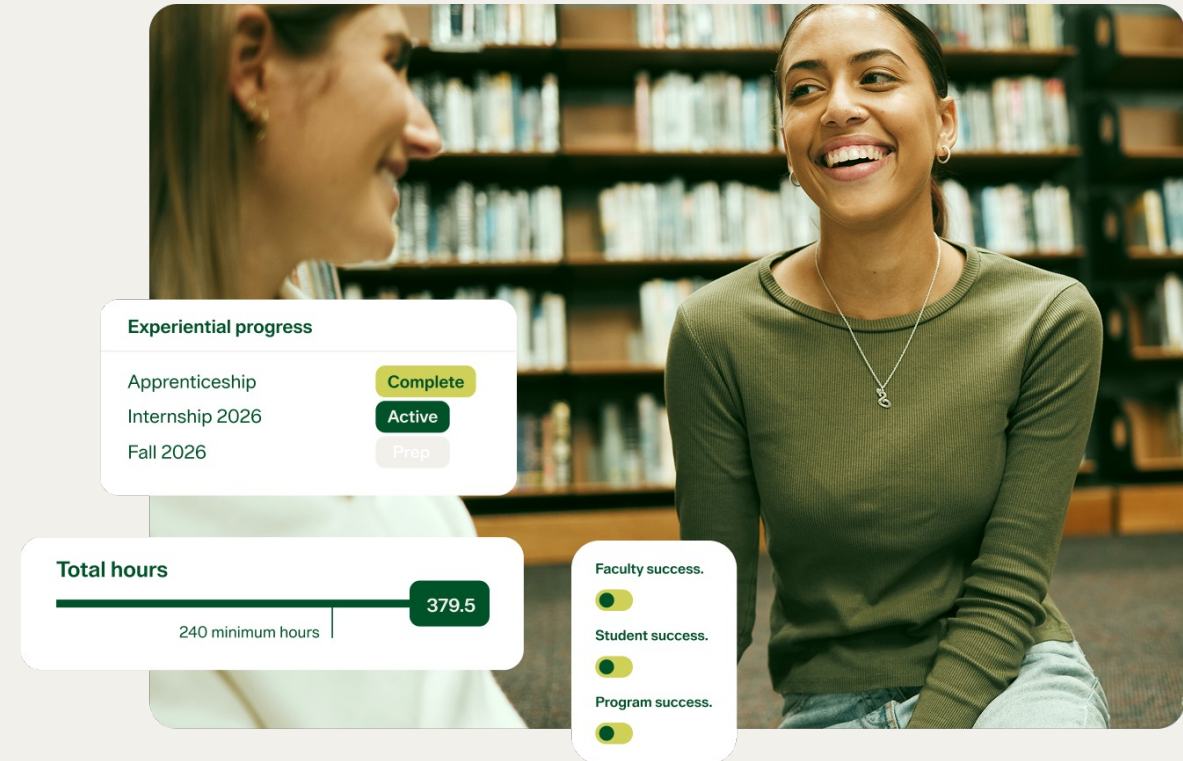


It's time for a **better way** to  
manage experiential learning



**Experiential  
Learning Cloud**  
Formerly Tevera

# Say hello to the all-in-one solution for experiential learning



Placement



Assessment



Accreditation



600] Student Teaching Internship [01] [Autumn 2025] (11 results)

## insight into outcomes





# Our mission at Lumivero

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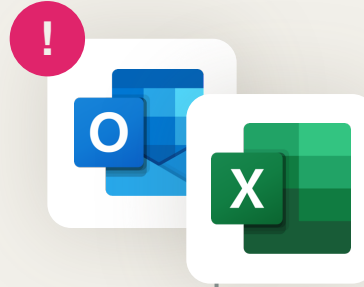
We empower researchers, industry experts and business leaders to **simplify data complexity, find insights and get clarity.**



# The 5 key shifts for institutional change







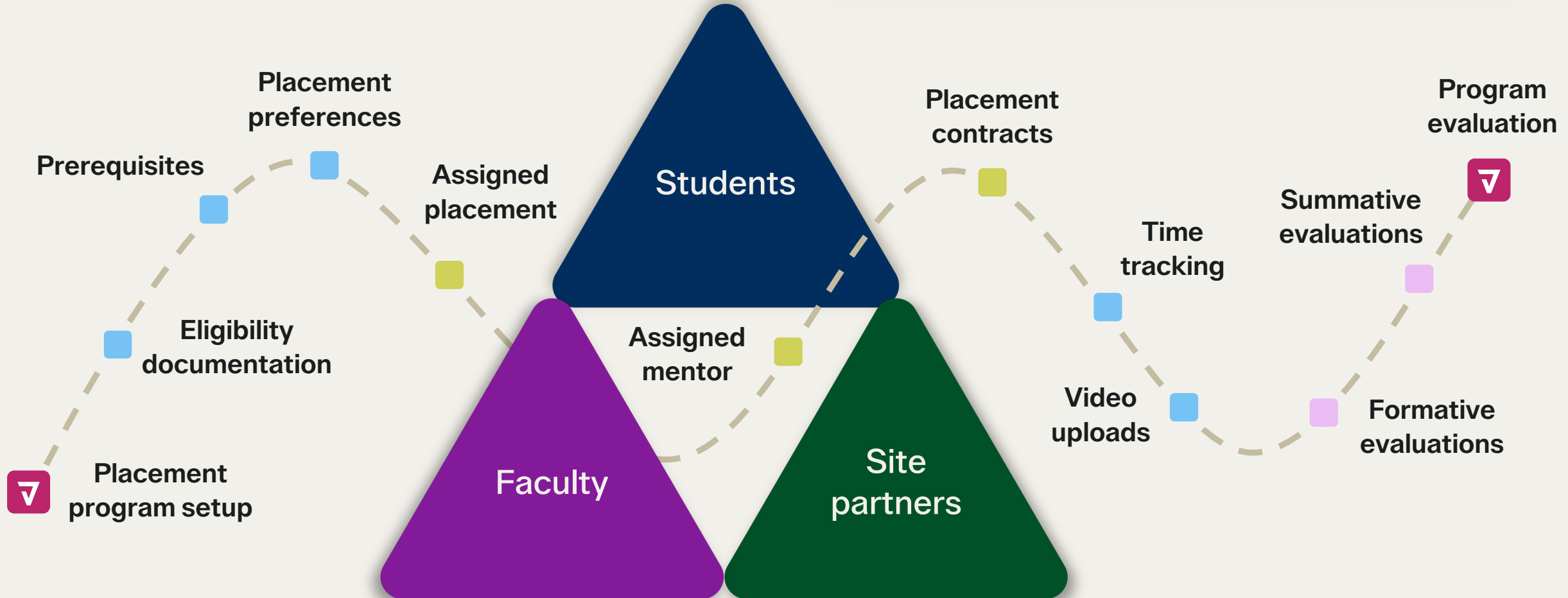
Shift from manual to  
**automated workflows**



# Shift from manual to **automated workflows**

# 50%

average reduction in  
administrative workload





# Shift from fractured to **integrated student experiences**





# Shift from fractured to integrated student experiences

Eligibility documents

Complete

Background check

In progress

Placement preferences

Past due



85%

average reduction  
in student friction

Experiential Learning Cloud

Program Management | Supervision

Student Dashboard Samantha Laney

Samantha Laney X

Profile Timesheets Documents Notes Assignments

Placement Information

Samantha Laney  
samantha.laney@mailinator.com  
Send message in Teveva

Intern Track Progress

Track to view:  
California LMFT Practicum

16 hours

total Unmet (↓ 173 hours)

52 225 Hours minimum

Staff/Student Profile

Samantha Laney

None entered

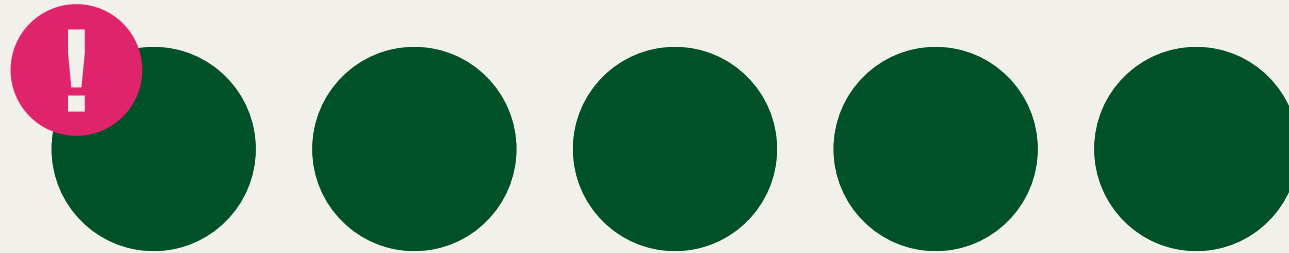
samantha.laney@mailinator.com

DEMO - Communications & Journalism, Social Welfare & Non-Profit Organizations; Teachers Education

Change Columns



# Shift from passive to **assertive learning behavior**







# Shift from passive to assertive learning behavior

## Pre-placement



Complete

Active

## Mid-point eval



Prep

## Field work

 Submit tasks



Experiential Learning Cloud Classroom | Training

### Assignments

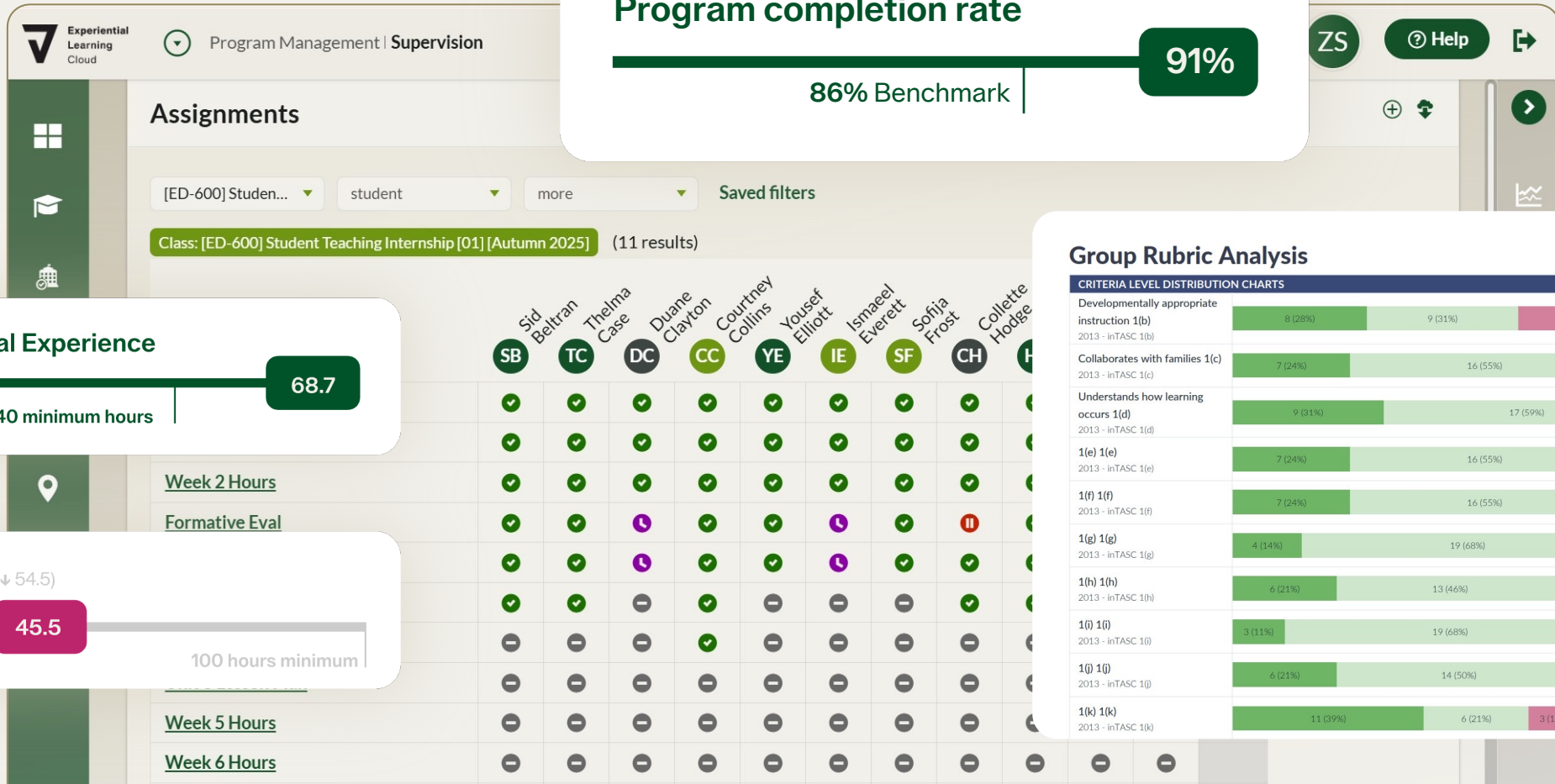
Assignments Other Documents

Show active find assignments select a status

Not Started	In Progress	Waiting On	Changes Rec
<div><b>Week 3 Hours</b> [ED-600] Student Teaching Internship [01] [Autumn 2025] <i>Due date: 26/9/2025</i></div>	<div><b>Content Knowledge Review</b> [ED-600] Student Teaching Internship [01] [Autumn 2025] <i>Due date: 1/10/2025</i></div>	<div><b>Formative Eval</b> [ED-600] Student Teaching Internship [01] [Autumn 2025] <i>Due date: 23/9/2025</i></div>	<div><b>Week 1 Ho</b> [ED-600] S Teaching In [Autumn 20 <i>Due date: 1</i></div>
<div><b>Week 4 Hours</b> [ED-600] Student Teaching Internship [01] [Autumn 2025] <i>Due date: 3/10/2025</i></div>			
<div><b>Unit 3 Lesson Plan</b> [ED-600] Student Teaching Internship [01] [Autumn 2025] <i>Due date: 7/10/2025</i></div>			
<div><b>Week 5 Hours</b> [ED-600] Student Teaching Internship [01] [Autumn 2025]</div>			



# Shift from task tracking to data-driven measurement





# Shift from reactive support to **strategic student empowerment**



# Shift from reactive support to **strategic student empowerment**



Student mentorship



Program refinement



Partnership development



# The 5 key shifts for institutional change



**Automated  
workflows**



**Integrated student  
experiences**



**Assertive learning  
behavior**



**Data-driven  
measurement**



**Strategic student  
empowerment**



**~70%** of higher education administrators say their institution is not effective at analyzing student success data.



# Four core users across the lifecycle



**Pablo**  
Student



**Amy**  
Placement Coordinator



**David**  
Site Supervisor



**Sheryl**  
Faculty Liaison

# A single source of truth for students, sites, and requirements

The screenshot displays the 'Student Dashboard' for Samantha Laney in the Experiential Learning Cloud. The interface includes a top navigation bar with the logo, 'Program Management | Supervision', and user controls. A left sidebar contains icons for various system functions. The main content area is divided into three sections: 'Placement Information', 'Staff/Student Profile', and 'Intern Track Progress'.

**Placement Information**

- Current**
- Save the Children UK DEMO**  
2133 Grove Street, New York, NY
- Natasha Powers**  
Site Supervisor

**Staff/Student Profile**

- Samantha Laney**

**Intern Track Progress**

Track to view: California LMFT Practicum

16 hours

Requirement	Current Progress	Minimum Hours
face-to-face Unmet (↓ 124 hours)	26	150 Hours minimum
advocacy Unmet (↓ 49 hours)	26	75 Hours minimum
total Unmet (↓ 173 hours)	52	225 Hours minimum



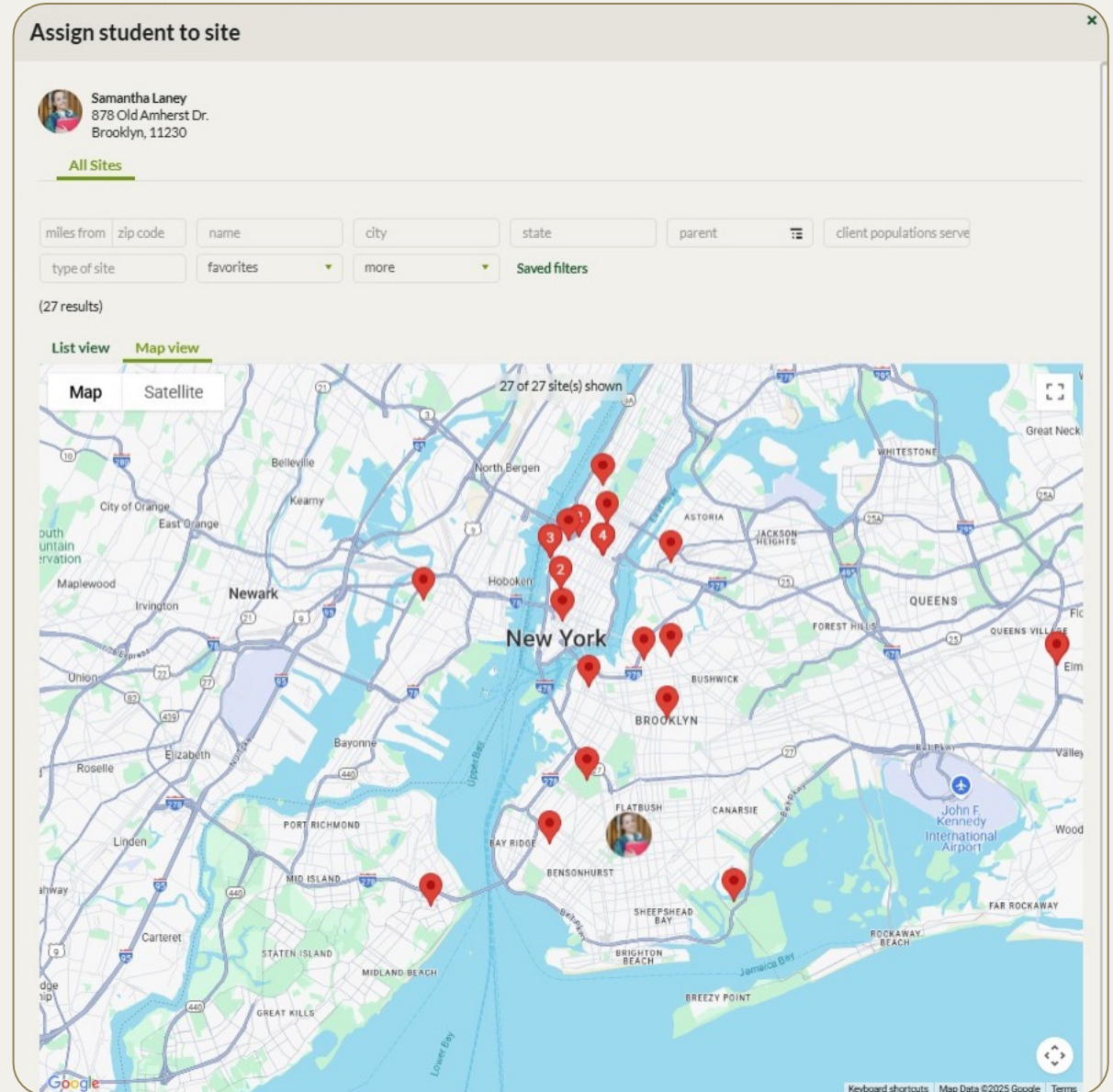


Placed

**50%**  
reduction in placement  
coordination time



Placements  
that are personal,  
efficient, and  
**student-centered.**





# Empower students with real-time visibility and accountability

The screenshot displays the 'Experiential Learning Cloud' interface. The top navigation bar includes the logo, 'Program Management | Supervision', and user controls like a notification bell, a profile icon 'ZS', and a 'Help' button. A left sidebar contains icons for various functions, with a folder icon highlighted. The main content area is titled 'Assignments' and features filters for '[ED-600] Studen...', 'Samantha La...', and 'more'. It also shows active filters for 'Class: [ED-600] Student Teaching Internship [01] [Autumn 2025]' and 'Student: Samantha Laney'. A search bar labeled 'find assignments' is present. Below this is a table of assignments:

	Name	Task Type	Due Date	Status	Waiting On
+	Unit 1 Lesson Plan	Upload	9/9/2025	Completed	
+	Week 1 Hours	Report	12/9/2025	Changes Requested	
+	Week 2 Hours	Report	19/9/2025	Completed	
+	Formative Eval	Form	23/9/2025	Waiting On	Natasha Powers
+	Unit 2 Lesson Plan	Upload	25/9/2025	Completed	
+	Week 3 Hours	Report	26/9/2025	Not Started	

To the right, the 'Intern Track Progress' section shows 'Choose intern: Samantha Laney' and 'Track to view: California LMFT Practicum'. It displays a progress bar for '16 hours' and three specific metrics: 'face-to-face Unmet (↓ 124 hours)' with a value of 26 and a 150-hour minimum; 'advocacy Unmet (↓ 49 hours)' with a value of 26 and a 75-hour minimum; and 'total Unmet (↓ 173 hours)' with a value of 52 and a 225-hour minimum.

# Assess learning and align stakeholders to achieve outcomes.

Experiential Learning Cloud		Program Management   Supervision				Help	
Counselor Competencies Scale							
Part I: Counseling Skills & Therapeutic Conditions							
Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)		
<b>1.A Nonverbal Skills</b>  Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.		
● Not Observed	● 5	● 4	● 3	● 2	● 1		
<b>1.B Encouragers</b>  Includes Minimal Encouragers & Door Openers such as 'Tell me more about...', 'Hmm'	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.		
● Not Observed	● 5	● 4	● 3	● 2	● 1		
<b>1.C Questions</b>  Use of Appropriate Open & Closed Questioning (e.g. avoidance of double questions)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.		
● Not Observed.	● 5	● 4	● 3	● 2	● 1		

## Accreditation Standards - Group Analysis

### STANDARD LEVEL DISTRIBUTION CHARTS

inTASC 1(h)

### Group Rubric Analysis

#### CRITERIA LEVEL DISTRIBUTION CHARTS

Developmentally appropriate

instruction 1(b)

2013 - inTASC 1(b)

8 (28%)

9 (31%)

12 (41%)

Collaborates with families 1(c)

2013 - inTASC 1(c)

7 (24%)

16 (55%)

6 (21%)

Understands how learning

occurs 1(d)

2013 - inTASC 1(d)

9 (31%)

17 (59%)

3 (10%)

1(e) 1(e)

2013 - inTASC 1(e)

7 (24%)

16 (55%)

4 (14%)

2 (7%)

1(f) 1(f)

2013 - inTASC 1(f)

7 (24%)

16 (55%)

6 (21%)

1(g) 1(g)

2013 - inTASC 1(g)

4 (14%)

19 (68%)

5 (18%)

1(h) 1(h)

2013 - inTASC 1(h)

6 (21%)

13 (46%)

8 (29%)

1

1(i) 1(i)

2013 - inTASC 1(i)

3 (11%)

19 (68%)

4 (14%)

2 (7%)

1(j) 1(j)

2013 - inTASC 1(j)

6 (21%)

14 (50%)

3 (11%)

5 (18%)

1(k) 1(k)

2013 - inTASC 1(k)

11 (39%)

6 (21%)

3 (11%)

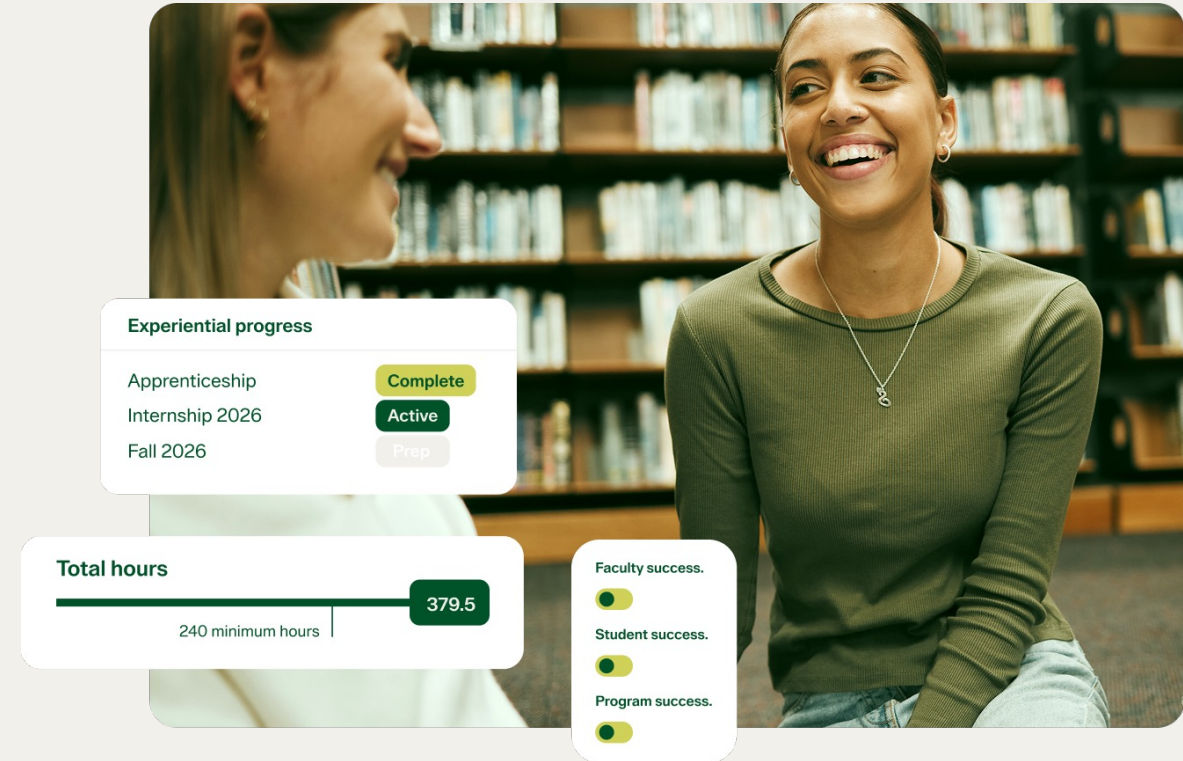
8 (29%)

Get the insights you need—to improve, prove, and prepare.



**Experiential  
Learning Cloud**  
Formerly Tevera

# The all-in-one solution for experiential learning



Placement



Assessment



Accreditation



# 80%

reduction in  
manual tasks

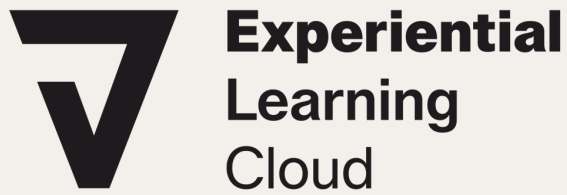


# 50

spreadsheets  
consolidated







Let's build the future  
of experiential  
learning together

120,000+

Students placed annually

300+

Institutions served

The screenshot shows the 'Assignments' page in the Experiential Learning Cloud. The table lists assignments for a class of 11 students. The assignments include Unit 1 Lesson Plan, Week 1 Hours, Week 2 Hours, Formative Eval, Unit 2 Lesson Plan, Week 3 Hours, Week 4 Hours, Unit 3 Lesson Plan, Week 5 Hours, Week 6 Hours, Unit 4 Lesson Plan, Classroom Teaching Video, Summative Eval, and Content Knowledge Review. The status of each assignment is indicated by a colored circle: Not Started (grey), In Progress (blue), Waiting On (orange), Waiting On Me (purple), Changes Requested (red), Completed (green), and Student not registered (grey with a slash). A legend at the bottom explains these status codes.

	Sid Beltran	Thelma Case	Duane Clayton	Courtney Collins	Yousef Elliott	Imaheel Everett	Sophia Frost	Collette Hodge	Malke James	Samantha Laney	Nieve Nolan	
	SB	TC	DC	CC	YE	IE	SF	CH	HJ		NN	
Unit 1 Lesson Plan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Week 1 Hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	
Week 2 Hours	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Formative Eval	✓	✓	✗	✓	✓	✗	✓	✗	✓	✗	✗	✗
Unit 2 Lesson Plan	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✗
Week 3 Hours	✓	✓	✗	✓	✗	✗	✗	✓	✓	✗	✗	
Week 4 Hours	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	
Unit 3 Lesson Plan	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Week 5 Hours	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Week 6 Hours	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Unit 4 Lesson Plan	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Classroom Teaching Video	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Summative Eval	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Content Knowledge Review	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	
Mentor Teacher(s)												✓

Legend: Not Started (grey), In Progress (blue), Waiting On (orange), Waiting On Me (purple), Changes Requested (red), Completed (green), Student not registered (grey with a slash)

