



EAB

Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs
Forum





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and Reflection Across the Curriculum

Academic Affairs Forum

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Executive Summary

Moving Beyond the Either/Or Debate Surrounding Career Preparation

Growing public concern about the return on investment (ROI) associated with postsecondary education has created pressure for both public and private institutions to assume greater responsibility for students' post-graduation outcomes.

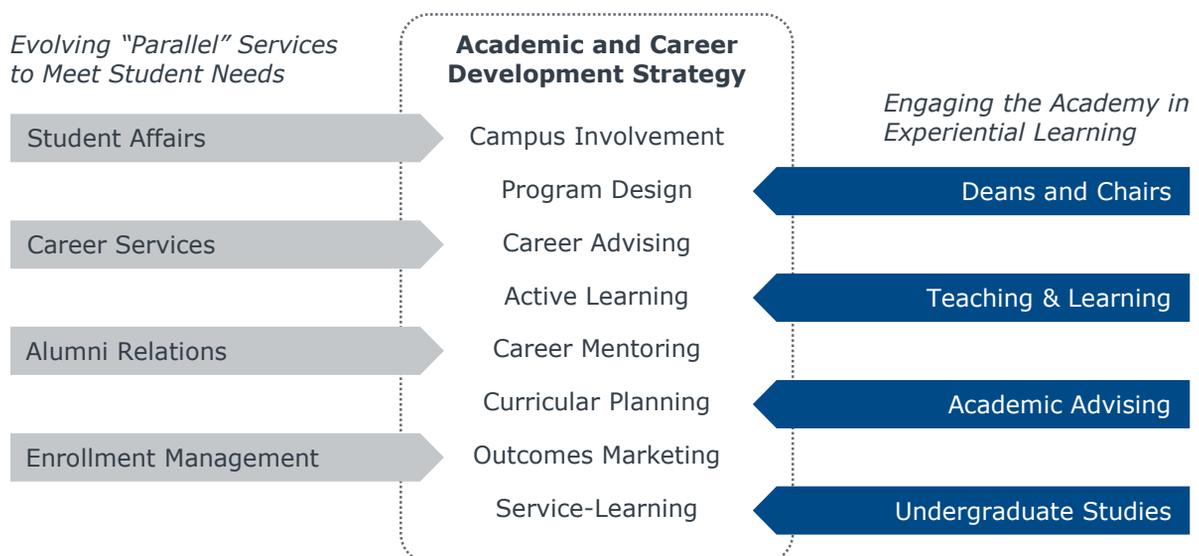
While higher-priced private colleges and universities are racing to demonstrate their commitment to applied learning and show robust career outcomes among their alumni, public institutions are increasingly subject to state funding formulae that incorporate salary and employment data for recent graduates. Unfortunately, the data used to evaluate institutions, departments, and programs are often incomplete and insufficient to capture the full range of post-graduate destinations, but accountability efforts are outpacing most institutions' capacity to develop more holistic measurements.

A false dichotomy between liberal education and career preparation is preventing productive conversation about career development in the academy, particularly in the arts and sciences.

Outside of professionally-oriented fields such as engineering or health sciences, many faculty members struggle to articulate a direct connection between the curriculum and students' non-academic career ambitions. It is assumed that career services staff will fulfill students' career development needs, though on most campuses these central offices have very limited reach and resources. Those students who do avail themselves of cocurricular opportunities and career services are often the least in need, leading to an additional "achievement gap" that leaves first-generation and resource-constrained populations with less support.

Faculty leaders must integrate academic and career development into a continuous, coordinated strategy that leverages both central services (such as career counseling and first-year advising) and academic enrichment (including experiential learning and reflection activities).

By shifting the focus away from simplistic outcomes like first-year salary and reductive debates about technical skills, academic leaders can embrace the role that experiential learning and reflection play in helping students to succeed in the workplace. A systematic approach to improving the impact of these activities on campus will necessitate new advising practices, thoughtful curricular reform, rigorous assessment of learning outcomes, additional support for faculty, and expanded opportunities for under-served populations. Further, a holistic approach to career development requires active, cross-silo collaboration, as seen below:



Executive Summary (cont.)

Key Lessons for Integrating Academic and Career Development

How can we help students make more informed choices early in their academic careers?

- 1. Provide students with unified curricular and cocurricular planning resources.** Too few students proactively plan their college experience in light of their professional and academic goals, especially in their first year. Even fewer students incorporate cocurricular activities into these plans (such as joining student organizations, seeking internships or job shadow opportunities, or participating in undergraduate research). Faculty and advising staff should curate information on the cocurricular opportunities relevant to each academic program at each stage of students' academic careers, along with guidelines on how these opportunities map to post-graduation goals.
- 2. Encourage close collaboration between academic and career advising.** Academic advising is often transactional and focused on course registration, which can make it difficult for students to broach topics of career alignment and major fit. Conversely, career advisors and counselors usually have neither the authority nor the opportunity to inform students' choice of courses, majors, or minors. Bringing academic and career advising into closer organizational alignment through shared student records and frequent collaboration is a first step toward integrating academic and career ambitions into one, unified conversation with students.
 - **Co-locating or even combining first-year advising and career advising staff will lead to better, more consistent advice for students in the long term.** While substantial organizational change can be difficult in the near-term, many institutions have been able to provide better broad advising support to incoming students by creating new "hybrid" advising roles that combine curricular and career-relevant expertise.
- 3. Give students an early opportunity to test their career interests in the field.** Many students enter college with clear career expectations, and only discover misalignment with that career after it is too late to adjust their academic path without significant delays to degree completion. Providing first-year students with a job shadowing opportunity, externship, or world-related project in their field of interest leads to better-informed major choices further on.

How can we help students articulate what they've learned (and what they can do)?

- 4. Require that students reflect on learning outcomes before, during, and after experiential learning activities.** Even when students engage in experiential learning, they often struggle to articulate the value of their experience, both academically and professionally. Faculty-directed reflection exercises that span an entire activity prepare students to maximize the impact of the experience and communicate its value, especially when reflection is undertaken in collaboration with their experience's host or supervisor.
- 5. Incorporate thematic "tracks" or "pathways" into general education requirements.** A common list of learning objectives and a wide variety of available courses are near-ubiquitous features of general education, but it is too easy for students to approach these requirements as a "check-the-box" exercise on the way to their intended area of specialization. By creating thematic groups of courses relating to a broad topic—such as sustainability or innovation—faculty can encourage students to seek and articulate connections between their general education courses.
- 6. Ask faculty members to articulate the skills and competencies being developed within course syllabi.** Students develop essential research, communication, and collaboration skills in traditional coursework, but typically fail to connect specific assignments to work-relevant competencies. Work with faculty to develop a list of skills students are already developing in their courses and map them to specific activities and assignments.

Executive Summary (cont.)

Key Lessons for Integrating Academic and Career Development

How can we extend skill development opportunities beyond pre-professional majors?

7. Create accessible pre-professional tracks to pair with traditional academic majors.

Developing basic proficiency in a set of high-demand professional skills or gaining valuable work experience can be significant advantages for a student in the liberal arts. Unfortunately, many of these students resist pursuing pre-professional programming, especially minors, because they seem out of alignment with their academic goals or are difficult to access without particular pre-requisites. Launching short, mission-oriented professional tracks for liberal arts majors that incorporate experiential learning activities offers them an attractive opportunity to develop the professional skills that will help them pursue their first job after graduation.

8. Embed opportunities for work-integrated skill development into general education. Many students, especially those focused on developing specific technical skills, can miss opportunities to develop the boundary-crossing competencies that will make them effective communicators, leaders, and innovators in their future careers. Embedding these opportunities in alternative general education pathways—sequences of courses and required experiential components—focused on innovation, entrepreneurship, leadership, or global engagement, or other problem-based themes supports the development of these valuable skills without unnecessarily adding to upper-division major requirements. These skill-focused pathways also help to ensure students considering liberal arts majors that they need not sacrifice technical or applied learning by choosing a more traditionally academic focus as their primary course of study.

9. Develop experiential capstones that reflect students' mission-oriented priorities. Some students may find a workplace internship unattractive because available opportunities do not align with their personal goals and ambitions. Providing these students with a problem-based experience focused on addressing a global challenge can help these students develop professional skills in a way that aligns with their goals.

How can we broaden and encourage faculty engagement with experiential learning?

10. Approach experiential learning as a “means,” rather than “end” in and of itself, focusing faculty engagement around existing academic priorities. Faculty members, especially those in traditional academic disciplines, may narrowly interpret the available experiential opportunities appropriate to their field. Both students and faculty members are more likely to embrace experiential learning activities when the particular “end” to which they are applied is emphasized— such as community service-learning, undergraduate research, global engagement, leadership, or innovation.

11. Assign academic signal value to faculty engagement and development programming. Even the most supportive faculty champions of experiential learning will avoid developing new opportunities for students if they believe their efforts will not be supported or recognized. Training and development programs for faculty members interested in experiential learning should follow a cohort-based “fellowship” model, include both grant funding and instructional design support, and leverage respected and experienced faculty members as mentors.

12. Lower the logistical lift of experiential learning by helping to connect faculty with community partners and employers. Many faculty members hesitate to embrace experiential learning because the logistical and regulatory requirements of off-campus activities, combined with the difficulty of identifying and building a relationship with a community partner, makes the task seem prohibitively difficult. Leverage administrative staff to support community partnership building, and centralize compliance paperwork in an accessible hub to support faculty efforts.

Executive Summary (cont.)

Key Lessons for Integrating Academic and Career Development

How can we reach students with fewer resources and less capacity for risk?

13. Leverage the experiential learning potential of on-campus employment. Colleges and universities typically employ countless student laborers as part of their normal function. These positions can be elevated through the incorporation of professional development opportunities and articulated learning outcomes. New positions in more complex administrative functions can also be created to mirror off-campus internships, creating opportunities for students unable to access more traditional off-campus opportunities.

14. Launch entrepreneurship incubator programs that insulate risk-averse students from start-up anxiety. Despite their reputation for having an entrepreneurial mindset, some studies have suggested that today's students are actually more risk-averse than previous generations. Concerns about student debt continue to prevent interested but economically disadvantaged students from launching start-ups. Provide students interested in an entrepreneurial experience with the opportunity to pursue ventures with faculty and mentor support, as well as access to campus resources in makerspaces and innovation labs.

15. Create a first-year career development program for first-generation student cohorts. Students from disadvantaged backgrounds are typically at higher risk for attrition and are more likely to cite a concern about career outcomes as a primary consideration for continuing (or discontinuing) a college education. By targeting these students with career development programming—such as job shadowing activities or mock interviews—and experiential learning opportunities in the summer between their first and second year, institutions can better retain and support historically underserved student populations.

How can we help graduate students prepare for both academic and non-academic careers?

16. Extend career development planning tools and dedicated career services staff to academically oriented graduate programs. Graduate students are eager to participate in professional development for academic positions but often avoid non-academic career development programming. Developing a year-by-year career development timeline for each program and investing in graduate student-focused career consultants helps extend the reach of central support infrastructure to this underserved population.

17. Train graduate students to articulate the value of their coursework and research to non-academic employers. Graduate students can struggle to communicate the content of their research to employers in an accessible way and should develop the ability to present brief, accessible research presentations. Workshops and trainings should also help graduate students understand how their teaching and research experience translates into workplace competencies.

18. Develop on- and off-campus experiential learning programs for graduate students interested in bolstering their skill sets and CVs. Internships, projects, and co-op programs designed either within traditional graduate programs or as part of a campus-wide initiative targeting graduate students emphasize the importance of professional experience to both academic and non-academic career preparation.

Assess Your Current Practice

Diagnostic Questions to Guide Institutional Improvement

These diagnostic questions reflect the approaches to career development and experiential learning used by the most progressive institutions uncovered in our research. Use them to determine where greater attention and investment may be needed on your campus, turning to the relevant chapter(s) when appropriate.

1. Equip Students to Align Curricular and Cocurricular Plans with Personal Goals	Yes	No
1. Can students identify the most appropriate curricular and cocurricular opportunities to support their academic and professional goals?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 1: Cocurricular Planning Tool		30
2. Do students receive non-credit incentives for participation in career development programming?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 2: Point-Based Engagement Incentives		32
3. Does your institution provide early advising interventions for students with major and career goal misalignment?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 3: Proactive Major Alignment Pathing		33
4. Do academic and career advisors support students collaboratively?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 4: Hybrid Intake Advising		35
5. Do your institution's career counselors have industry specific human resources experience?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 5: Industry-Based Career Coaches		37
6. Do students have an opportunity to test career expectations early in their academic experience?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 6: First-Year Field Exposure		38
2. Encourage Ongoing Reflection and Narration	Yes	No
7. Do students engage in reflection exercises before, during and after experiential learning opportunities?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 7: Experience-Spanning Reflection Exercises		41
8. Is general education structured around mission-oriented themes?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 8: Thematic Core Curriculum Pathways		42

Assessing Your Current Practice (cont.)

Diagnostic Questions to Guide Institutional Improvement

	Yes	No
9. Does your institution offer a senior-level course on post-graduation planning?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 9: Vocational Alignment Capstone		43
10. Do faculty map skills-based learning outcomes to course assignments on syllabi?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 10: Syllabus Competency Matching		44
11. Do students incorporate alternative credentialing formats into reflection exercises?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 11: Student-Facing Reflection Tools		45
 3. Augment the Core Curriculum to Address Skill and Experience Gaps	 Yes	 No
12. Are applied learning opportunities for liberal arts graduates centralized in a single interface?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 12: Applied Learning Opportunity Portal		49
13. Do liberal arts majors have access to short, professionally-oriented tracks?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 13: Embedded Professional Tracks		51
14. Do seniors complete a mission or problem-oriented experiential learning capstone?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 14: Problem-Based Experiential Fellowships		53
15. Can students develop innovation and entrepreneurial skills through an alternate general education pathway?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 15: Applied Degree Core		54
 4. Expand Faculty Engagement with Experiential Learning	 Yes	 No
16. Are faculty given pedagogical development opportunities in experiential learning course design?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 16: Cohort-Based Faculty Fellowship		59
17. Are faculty supported in community partnership development by administrative staff?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 17: Community Partnership Liaisons		60

Assessing Your Current Practice (cont.)

Diagnostic Questions to Guide Institutional Improvement

	Yes	No
18. Are the logistical and compliance requirements of experiential learning centralized for easy faculty access?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 18: Central Support Portal		61
5. Lower Access Barriers to Applied Learning Outside the Classroom	Yes	No
19. Can students engage with community partners through an on-campus consulting service?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 19: Student-Run Consulting Services		66
20. Do students complete client-based projects during coursework?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 20: In-Class, Client-Based Projects		67
21. Can students participate in online internships?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 21: Online Mini-internship Crowdsourcing		68
22. Do employers lease space on-campus to provide accessible employment to students?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 22: On-Campus Partner Satellite Space		69
23. Do all on-campus jobs have professional development learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 23: Student Worker Professional Development		70
24. Can students intern with on-campus administrative units?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 24: On-Campus Internship		74
25. Can students co-op through an independently developed start-up?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 25: Enterprise Co-op Program		80
26. Do non-STEM students participate in entrepreneurial experiential learning?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 26: Interdisciplinary Project Incubator		81
27. Can at-risk students participate in a professional development summer bridge program?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 27: Career Readiness Bridge Program		82

Assessing Your Current Practice (cont.)

Diagnostic Questions to Guide Institutional Improvement

6. Engage Graduate Students in Career Development	Yes	No
28. Can graduate students identify the most appropriate cocurricular opportunities to support their academic and non-academic professional goals?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 28: Graduate Student Pathway Planning Tool		94
29. Does your institution's career services office provide programming specifically for graduate students by discipline cluster?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 29: Graduate Student-Specific Career Advisors		96
30. Are graduate students given opportunities to practice explaining their research to non-academics?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 30: Gamified Research Articulation Exercise		98
31. Do graduate students participate in transferable skills articulation workshops?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 31: Business School-Led Transferable Skills Workshop		99
32. Are graduate students offered graduate student-specific experiential learning opportunities?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 32: Non-teaching Graduate Assistantship		101
Practice 33: Graduate Student-Specific Reflection Framework		102
33. Do graduate students have subsidized access to existing professional development tracks and certificates?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If you answered "No" to the above question, please turn to:</i>		
Practice 34: Subsidized Professional Development Certificate		103



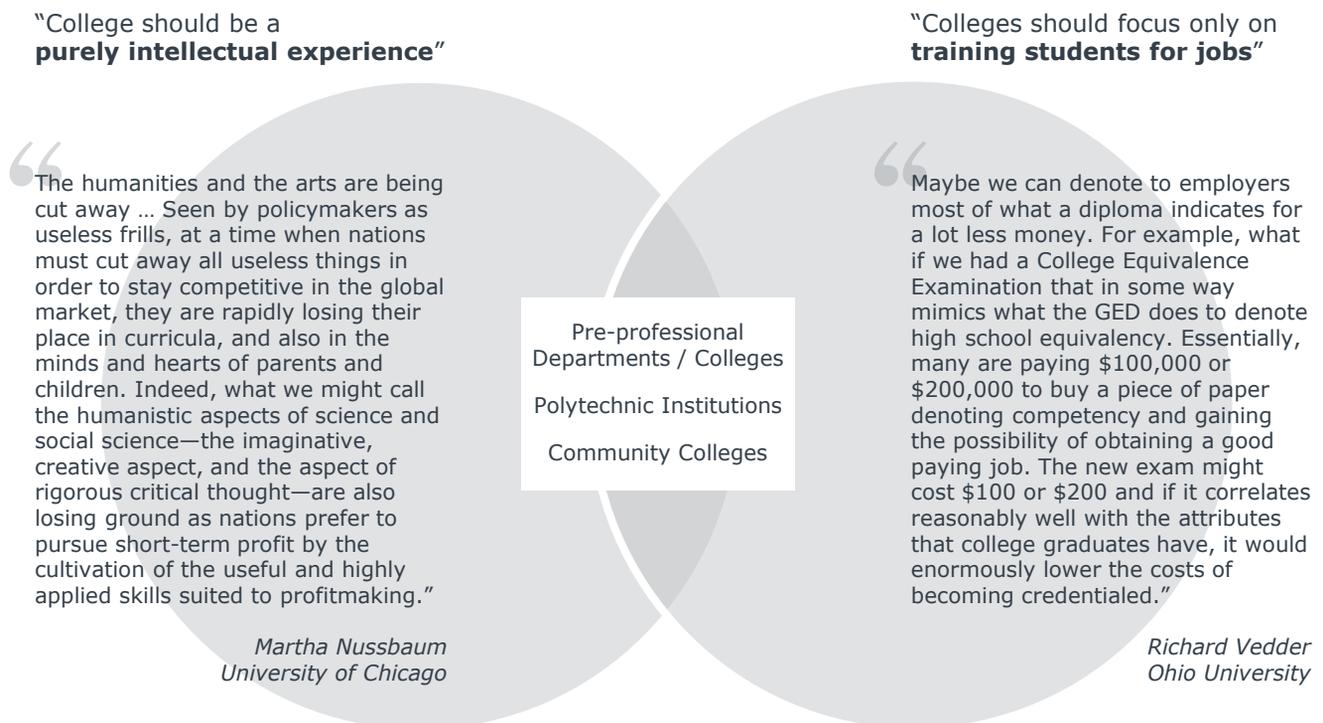
Moving Beyond the Either/Or Debate Surrounding Career Preparation

INTRODUCTION

Missing the Middle Ground

Either/Or Debate Surrounding Career Preparation Stymieing Progress

The debate over the role of higher education in students' professional development is dominated by two schools of thought – seemingly irreconcilable perspectives on the academic enterprise and its obligations to students, parents, and society at large. Few would argue that college is not intellectually enriching or that a college degree does not prepare graduates for careers. Disagreement emerges, however, around which of these two is the primary goal of higher education and which is an advantageous side effect – intellectual exploration or professional training.



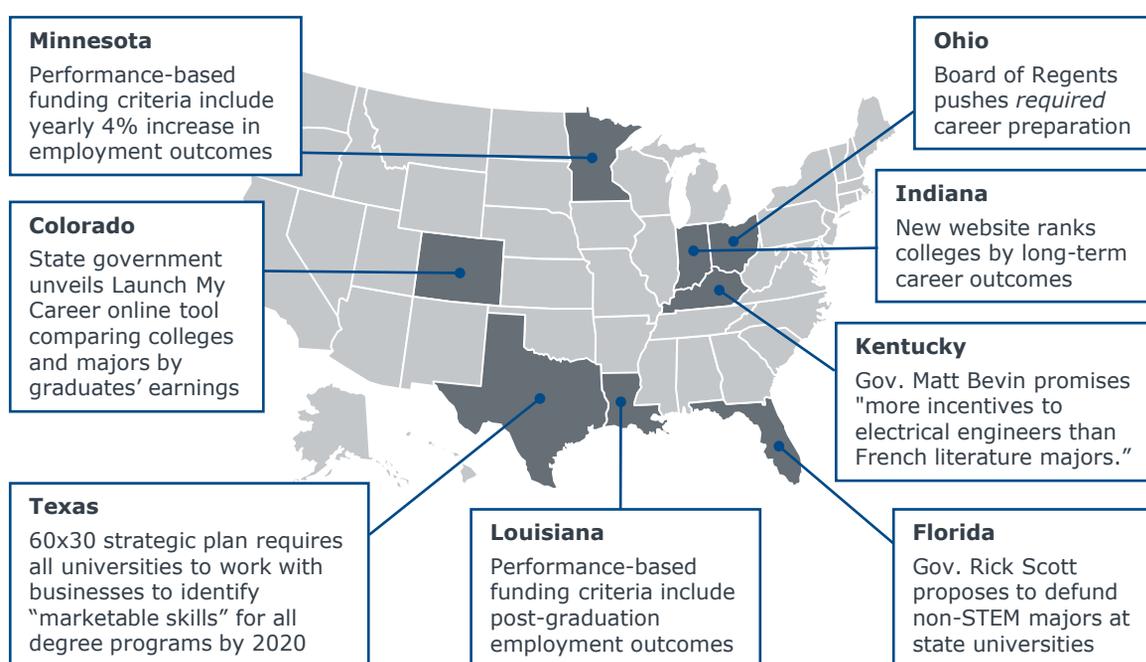
Although there are certain institutional segments and disciplines that lie between these two extremes –community colleges, polytechnic institutions, and pre-professional units such as nursing or engineering—faculty members at many institutions still consider these two aspects of an undergraduate experience as if they were mutually exclusive. Some scholars worry, as philosopher Martha Nussbaum does above, that public and market forces often undermine the goals of humanistic education. Others, such as economist Richard Vedder, suggest that higher education might benefit from a greater focus on the needs of employers, by providing a more direct and affordable path to a job. This polarized debate has prevented most comprehensive colleges and universities from engaging faculty in conversations about career outcomes and support for post-graduation goals.

Sources: Nussbaum M, *Not For Profit: Why Democracy Needs the Humanities*, Princeton, Princeton University Press, 2010; Vedder R, “Five Constructive Ways to Chance American Higher Education,” speech, Dartmouth College, 2013; EAB interviews and analysis.

State Focus on Job Prep Not New, but Mounting

Industry-Aligned Completions and Salaries Driving Policy Incentives

In the United States, this debate is amplified by the rapid adoption of the more utilitarian view of higher education by state officials over the past decade. Many states, such as Florida, Minnesota, and Louisiana, have implemented performance-based funding models that include career outcomes in their funding formulae. Others have launched websites and information campaigns publicizing data on career outcomes among graduates of state-funded colleges and universities—even when that data is incomplete or problematic (for example, excluding or misrepresenting the salaries of graduates who have moved to other states or entered graduate school).



Several governors have made public (and widely reported) remarks questioning the value of humanities degrees, arguing that taxpayer subsidy is better spent on aid for students in programs that translate more clearly to a regional workforce need. This rhetoric both reflects growing concerns among students and parents about the financial return associated with higher education, and further exacerbates existing debates in the academy about the proper role of more traditional academic disciplines in the broader academy.

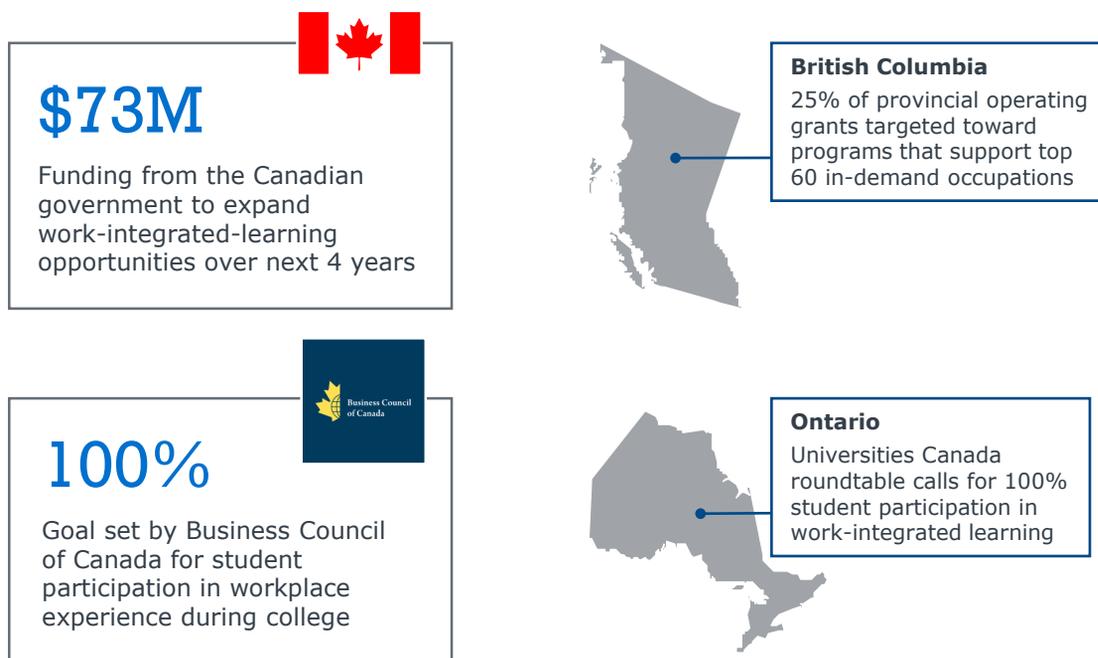
Perhaps more constructively, Texas's Higher Education Coordinating Board has announced a completion initiative across the state that will require each academic program to articulate marketable skills relevant to post-graduate employment, helping students to articulate their capabilities to prospective employers regardless of academic discipline.

Sources: Beam A, "Kentucky Gov. Matt Bevin wants state colleges and universities to produce more electrical engineers and less French literature scholars," *U.S. News and World Report*, January 29, 2016; Fain J, "College Selection Tool with Wage Data," *Inside Higher Ed*, June 10, 2016; Gillespie P, "4 U.S. governors on jobs: Not enough workers," *CNN Money*, May 3, 2016; "Indiana Launches College Value Website," *WANE.com*, September 21, 2016; Jaschik S, "Florida GOP vs. Social Science," *Inside Higher Ed*, October 12, 2011; "Performance-Based Funding for Higher Education," National Conference of State Legislatures, 2015; "Pre-K to Jobs: Higher Education's Role in Developing Students for Careers," Ohio Board of Regents, 2014; "60X30," Texas Higher Education Coordinating Board, 2015; EAB interviews and analysis.

Canadian Policymakers Push Industry Alignment

Expectations for Work-Relevant Learning on the Rise Across Provinces

National and provincial leaders in Canada have long prioritized workforce alignment in postsecondary policymaking, and efforts to operationalize those goals are intensifying even further. New investments in the sector, for example, are often tied to the expansion of co-op and internship programs, while those provinces experimenting with new budgetary incentives are emphasizing programmatic alignment with regional workforce needs. British Columbia, for example, is increasing the share of operating grants that fund academic programs tied to growing employment fields from 10 percent to 25 percent of their total program funding allocation.



Provincial leaders and multi-constituent interest groups are also setting audacious goals for student participation in work-relevant curricula and experiential learning.

Ontario's recent Highly Skilled Workforce Expert Panel has recommended universal adoption of work-related learning, for example, arguing that "...Ontario should commit to ensuring that every student has at least one experiential learning opportunity by the end of secondary school" and another by the time they graduate from post-secondary education.

The Business Council of Canada has also advocated for 100% workplace experience among undergraduates during post-secondary education, calling for both greater coordination between universities and employers to expand capacity for internships and greater emphasis on opportunities for students in the arts and sciences, where investment in work-relevant programming is less common.

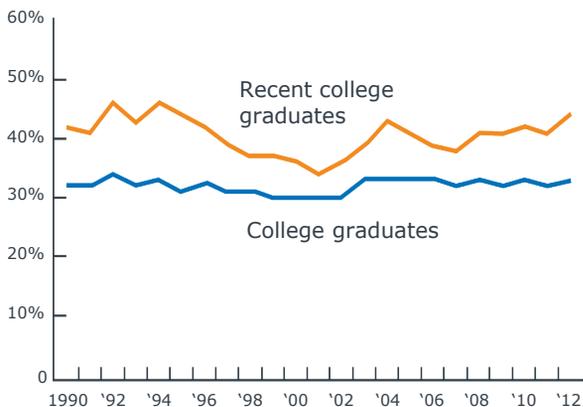
Sources: Chiose S, "Group wants workplace stints for all postsecondary students," *The Globe and Mail*, June 2, 2016, <http://www.theglobeandmail.com/news/national/group-wants-workplace-stints-for-all-postsecondary-students/article30242669/>; "Post-secondary funding to align with in-demand jobs," Province of British Columbia, January 26, 2015, <https://news.gov.bc.ca/stories/post-secondary-funding-to-align-with-in-demand-jobs>; Ziskin M, Hossler D, et al., "Outcomes-Based Funding," The Higher Education Quality Council of Ontario, 2014, <http://www.heqco.ca/SiteCollectionDocuments/Outcomes-Based%20Funding%20ENG.pdf>; EAB interviews and analysis.

Is There a True Skills Gap?

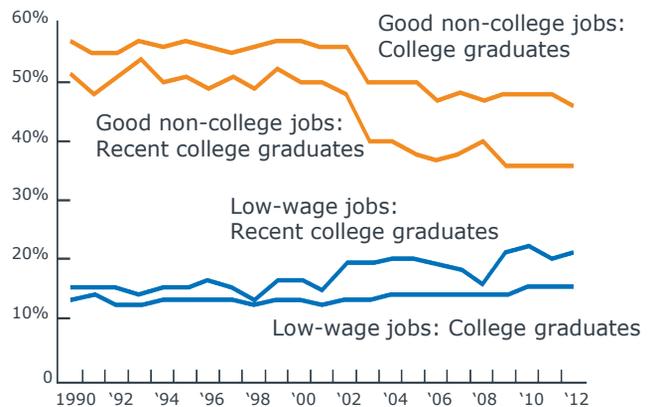
Unclear Who to Blame for Underemployment of Graduates

Troubling trends in college graduate underemployment suggest that there are legitimate student concerns to grapple with—beyond mere political pressure. An 2014 analysis done by the Federal Reserve Bank of New York revealed that while underemployment (working in a job that does not require a bachelor's degree) among college graduates has remained relatively flat at around 33% since 1990, it has gradually risen over the past decade or so for *recent* college graduates—those between the ages of 22 and 27.

Underemployment Rates Rising for Recent College Graduates



Job Quality¹ Among Underemployed College Graduates Decreasing



Federal Reserve Bank of New York, analysis of Census and Bureau of Labor Statistics, Current Population Survey, Department of Labor, and O*NET data.

Further, this analysis examined so-called “job quality” among underemployed graduates as well, differentiating between “good non-college jobs” that typically pay better wages, involve advanced training, and are seen as viable careers, and “low-wage jobs” (such as custodial or food services) that are less frequently desirable for degree holders. High-quality, non-degree demanding jobs have been in precipitous decline since 2001, especially for recent college graduates.

It is unclear, unfortunately, whether this state of affairs is the result of a true “skills gap” in which graduates simply aren’t adequately prepared for available introductory jobs, or whether many employers have raised their expectations—of both applicants and postsecondary institutions—without concurrent increases in pay. It is clear that today’s graduates face an increasingly challenging job market, however, requiring universities to re-examine their career development strategies.

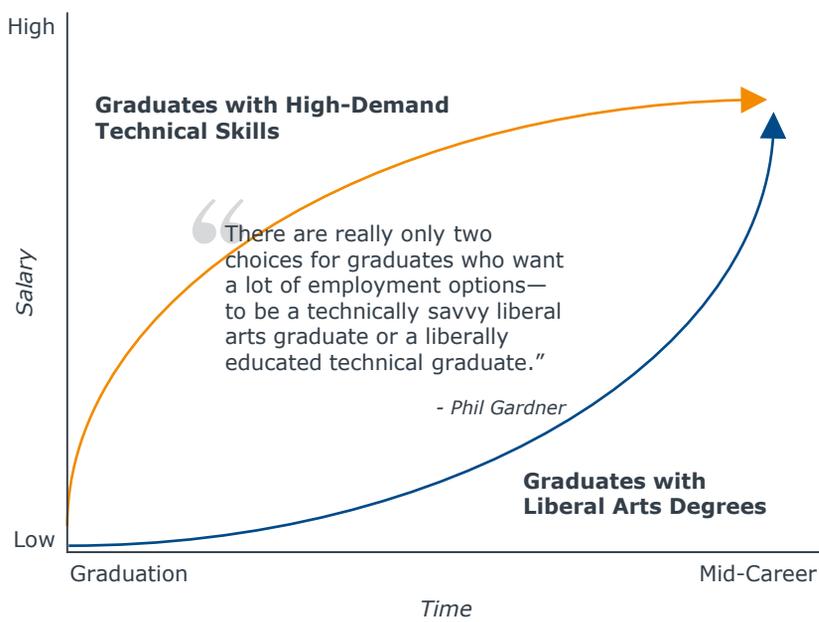
1) Defined by higher salary, skill requirements, and career orientation (i.e. electrician vs. cashier).

Sources: Abel J, Deitz R, et al., “Are Recent College Graduates Finding Good Jobs?,” *Current Issues in Economics and Finance*, 20, no 1 (2014).

The Fox and the Hedgehog

Two Worrisome Trajectories Face Underprepared Graduates

Broadly speaking, there are two suboptimal career trajectories that ought to concern academic leaders as they consider their institution's career services and experiential learning strategies. The more widely-discussed is the liberal arts graduate whose early career exploration is characterized by uncertainty, experimentation, and the acquisition of technical skills that enable advancement beyond entry-level employment. These graduates may have highly-developed critical thinking and interpersonal capabilities that enable them to progress later on in their careers, but can take longer than desired to find their first meaningful job opportunity.



92% Of executives say “soft” skills as important or more important than technical skills¹

89% Of employers struggle to find candidates with appropriate soft skills

“Among graduates with a baccalaureate degree only, those with humanities and social sciences degrees consistently earn less than anyone else, peaking at about \$58,000 a year.”

The second, and less widely discussed trajectory relates to a technically-focused graduate likely to find a well-paying first job, but not guaranteed to have the broad professional and liberal competencies necessary to advance in their career. While advanced proficiency in coding or graphic design, for example, can lead to success in competitive entry-level positions, additional skills are typically needed to manage teams, interface with clients, and engage in innovation.

The key to maximizing post-graduate career outcomes, as workforce scholar Phil Gardner observes, is college experience that combines both technical skills and a liberal education focused on soft skill development—allowing technical graduates to develop the leadership skills they need to advance in their careers, while ensuring that liberal arts graduates have the basic technical skills necessary to compete for high quality entry-level positions immediately after graduation.

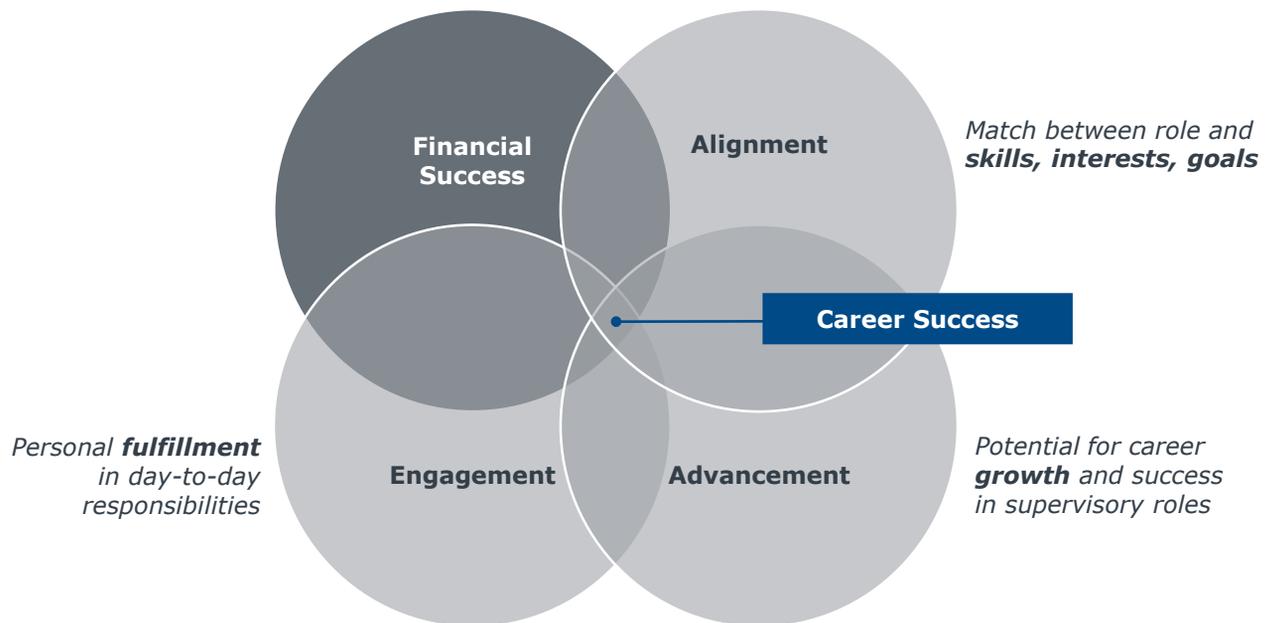
Sources: Davidson K, “Employers Find ‘Soft Skills’ Like Critical Thinking in Short Supply,” *Wall Street Journal*, August, 30, 2016, <https://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400>; Grasgreen A, “Liberal Arts Grads Win Long-Term,” *Inside Higher Ed*, January 22, 2014, <https://www.insidehighered.com/news/2014/01/22/see-how-liberal-arts-grads-really-fare-report-examines-long-term-data>; “Liberal Arts Degrees and Their Value in the Employment Market,” AAC&U, <http://www.aacu.org/nchems-report>; EAB interviews and analysis.

1) n=900 executives.

Success Beyond Salary

Emphasize Alignment, Engagement, and Advancement in Outcomes

While salary is an important element of career success, it has been granted undue weight when measuring the quality of long-term student outcomes—in part because of how readily measurable it is. A clearer picture emerges if a more holistic measure of career success is applied; one that incorporates career alignment, engagement, and the potential for timely advancement. This more complete measure of career success also better represents how graduates understand the professional value of their college experience.



The concept of career alignment helps to keep both the underemployed barista and the burned-out financial analyst within the scope of career development strategy. Feeling a sense of connection to one's professional responsibilities and leveraging personal strengths against those responsibilities regularly are critical to long-term fulfillment.

It is also important to keep students' potential for career advancement in mind, rather than merely preparing them for a successful first job application. Alumni who are able to progress in their chosen fields are valuable assets to both their alma maters and their local communities.

And finally, both day-to-day and reflective engagement with one's work should inform institutional approaches to career development. Colleges and universities must be invested in creating professionals that are not only well-utilized in their roles and financially successful, but content in their vocation as well.

Are Graduates Engaged at Work?

Gallup and Purdue Measure Higher Ed's Impact on Holistic Career Success

Measuring the quality of career outcomes with metrics beyond salary can seem daunting, but Gallup has already made significant progress in measuring workplace engagement. Through a partnership with Purdue University, Gallup's analyses of university graduate outcomes and survey responses identified six collegiate experiences that have a statistically significant impact on post-graduation work place engagement. While many of these activities are quite familiar to those involved with experiential learning, they are unfortunately reaching only a small fraction of undergraduates.

Students who reported having an internship or job that allowed them to apply what they were learning in the classroom during college were **two times more likely to be engaged at work**, but only 29% of students had that experience.

"Big Six" Experience	Odds of being engaged at work if graduates had this experience	Strongly agree they had this experience
Had at least one professor who made them excited about learning	2.0x higher	63%
Had professors who cared about them as a person	1.9x higher	27%
Had a mentor who encouraged them to pursue their goals and dreams	2.2x higher	22%
Worked on a project that took a semester or more to complete	1.8x higher	29%
Had an internship or job that allowed them to apply what they were learning in the classroom	2.0x higher	29%
Was extremely active in extracurricular activities and organizations	1.8x higher	20%

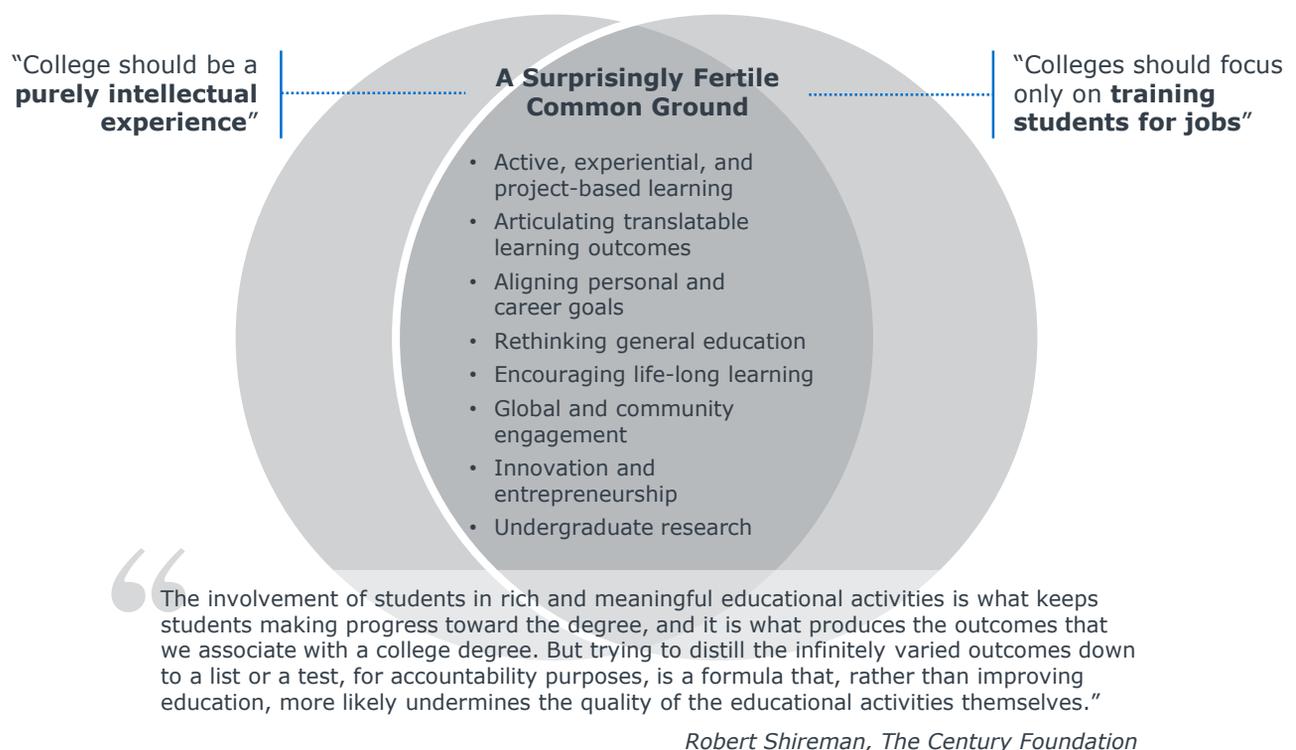
Of the six high-impact experiences identified as contributing to work engagement, **25% of graduates participated in zero, and only 3% participated in all six.**

Source: Busted B, Seymour S, "Many College Graduates Not Equipped for Workplace Success," *Business Journal*, September 23, 2015, <http://www.gallup.com/businessjournal/185804/college-graduates-not-equipped-workplace-success.aspx>.

A Constructive Path Forward

High-Impact Practices Span the Divide Between Extremes

Fortunately, much of what colleges are already doing, or are interested in doing, falls into the fertile common ground between professional and intellectual development. This includes things like active experiential learning, restructured general education, global and community engagement, and undergraduate research. Not only do these kinds of programs help prepare students for post-graduation success, but they also engage faculty in the kinds of activities they are already excited about, or are already doing without acknowledging the presence of career readiness components.



This set of activities can be readily integrated into the college experience in a way that does not damage the traditional academic value of higher education. Instead, these activities can support and enhance traditional academic programming, improve measures of student success like retention and graduation rates, and prepare students for well-aligned careers post-graduation.

These efforts also reflect an opportunity to more effectively articulate the contribution of higher education to concrete student outcomes. As higher education policy expert Robert Shireman notes, any effort to distill those outcomes to a simplistic examination is likely to miss much of what makes graduates successful. It is incumbent upon college and university leaders to reclaim the conversation about how high-impact learning experiences measurably deliver a positive return for students, parents, and funders.

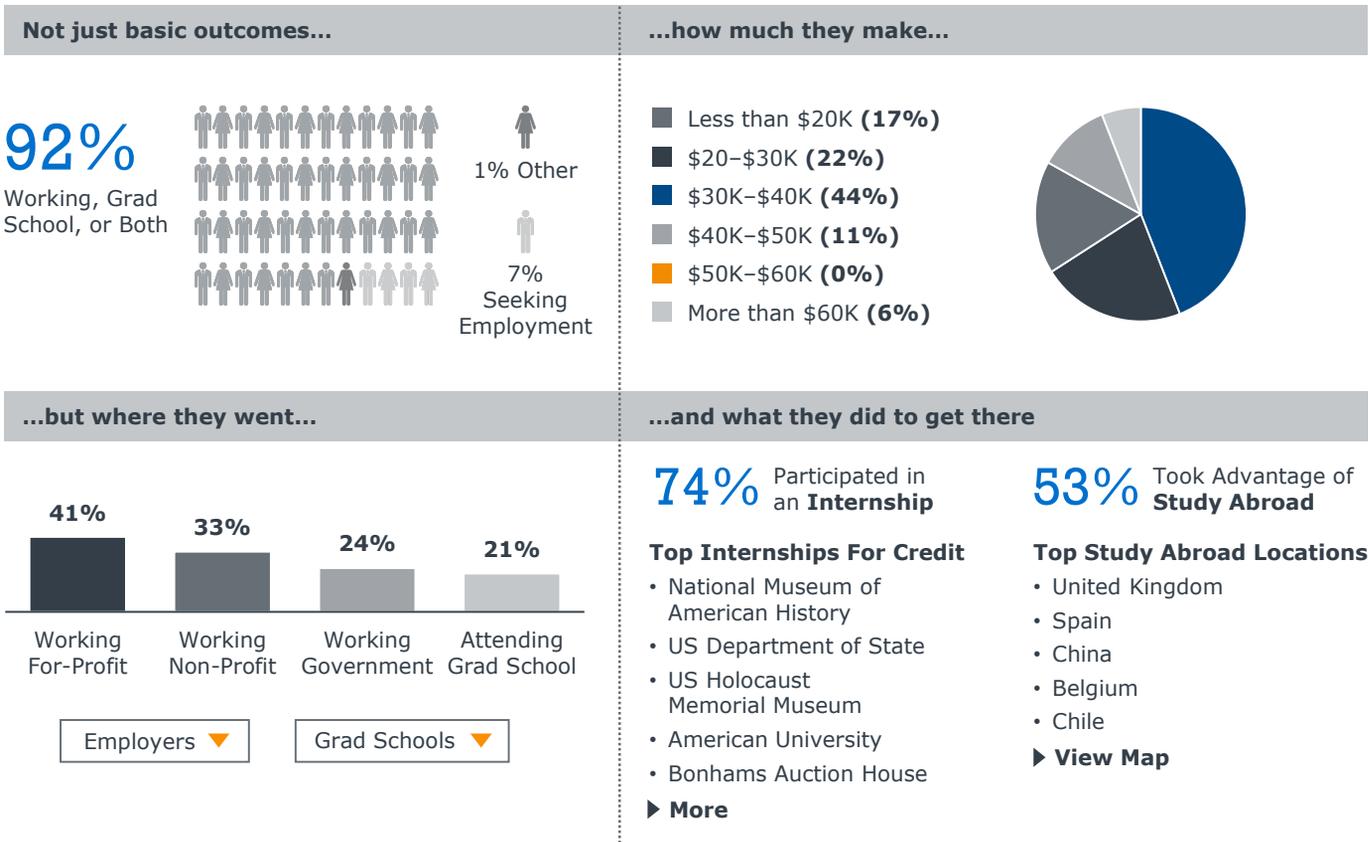
Sources: Shireman R, “The Real Value of What Students Do in College,” *The Century Foundation*, February 25, 2016, <https://tcf.org/content/report/the-real-value-of-what-students-do-in-college/>; EAB interviews and analysis.

The Rise of Outcomes Marketing

Case in Point: American University's 'We Know Success' Portal

Improving the quality of an institution's career outcomes is increasingly important, not simply out of obligation to graduates, but also as a tool in an institution's marketing repertoire. Students, and especially their parents, shop for institutions and especially majors based on career outcomes. While many institutions share some kind of career outcomes data with current and prospective students, American University's "We Know Success" website shares a broad set of detailed information at the department level.

For AU **Undergraduates** with a degree in **History** in the **College of Arts and Sciences**



The website includes information on the kind of post-graduation outcomes students pursue in each department, as well as data on salary, and the most common graduate schools and employers. They also include information on the kinds of experiential learning opportunities students in each major pursue, including the type of opportunity and the host or location.

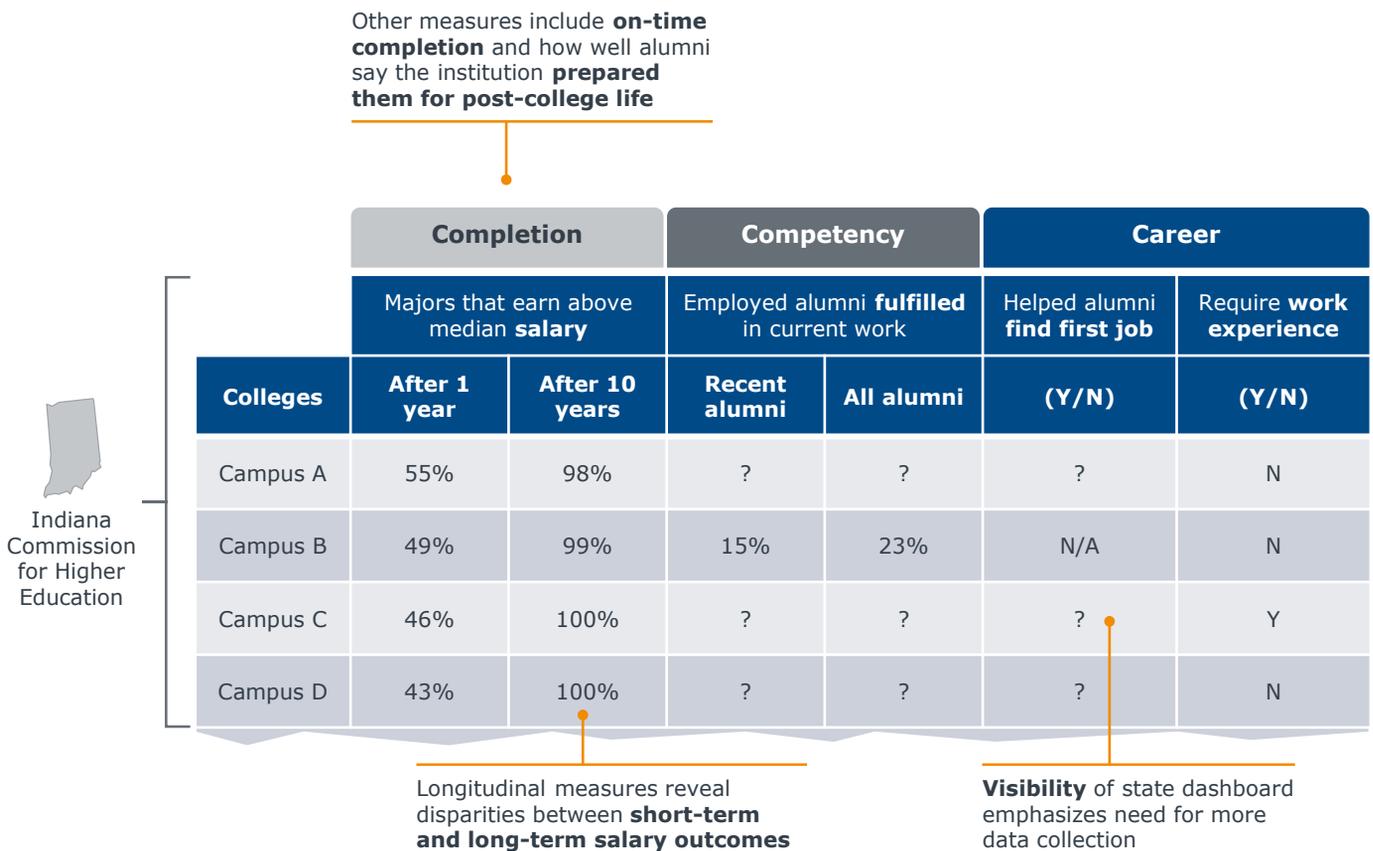
This data can have a significant impact on the way families select institutions, or the way that students path into specific majors. Sharing it publicly can also have an impact on the way departments frame their disciplines when engaging with potential students, and could even change the way they structure their curricula or deliver content.

Sources: "We Know Success," American University, www.american.edu/weknowsuccess; EAB interviews and analysis.

The Train Has Left the Station

New Informational Websites Give Many Campuses an 'Incomplete'

While higher-priced private institutions move to advertise their own career outcomes and career development programming, public institutions are increasingly subject to external rankings and informational resources that paint a less flattering picture. The Indiana Commission for Higher Education, for example, recently launched the Indiana College Value Index—a web-based outcomes dashboard for Indiana public colleges and universities. Along with traditional student success metrics, the dashboard shares both short and long-term salary data.



The dashboard also shares short and long-term career fulfillment metrics, as well as the percentage of students who felt aided by their institutions during their first job search. Alarmingly, very few institutions have data on these measures, leaving prospective students and their parents with salary data alone when trying to measure the career prospects they can expect from a specific institution. This kind of limited and incomplete data, shared broadly, makes it easier than ever for prospective students to make poor decisions about institutional fit.

Public colleges and universities will need to respond quickly by collecting and marketing their student outcomes in a way that captures their desired narrative.

Sources: "Indiana College Value Index," Indiana Commission for Higher Education, <http://www.learnmoreindiana.org/indiana-college-value-index/>; EAB interviews and analysis.

Where the Smart Money Is Going

A Whole Industry of Start-Ups Focus on Career Exploration

Demand for career exploration and development opportunities has not escaped the notice of venture capital and vendors are emerging to meet this demand. Many of these vendors are focused on quickly developing high-demand skills like computer programming. Others are beginning to replace some of the services typically provided by career development offices, including best-fit career matching and student-recruiter networking. In 2016, the professional networking website LinkedIn produced a student-oriented app that functions like the dating application Tinder—allowing prospective students to easily shop for institutions and majors based on graduate career outcomes and the companies that hire most frequently from those institutions.

Experiential Education in a Box



Yearlong program with 12 mini-apprenticeships at high-growth startups



Students code games and apps in summer bootcamp program

Pipeline from Training to Workforce



Offers data and coding immersives at incubator sites; grads find work at incubator companies



Intensive IT and coding training; Revature contracts out graduates to Fortune 500 clients

Student-Focused Job Placement Apps



Mobile app connects students and recruiters

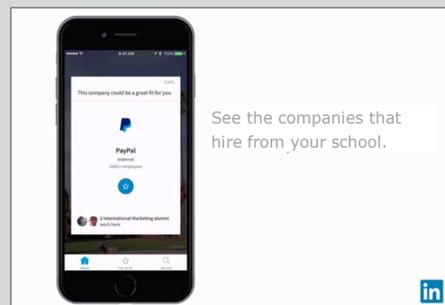
70+ top universities in network



New student app identifies career fits by major, companies where graduates go

Swipe Left

LinkedIn's About-Face



- Launched university rankings based on career outcomes in 2014, discontinued 2016
- Student app introduced April 2016 with Tinder-like design and curated suggestions:
 - Career paths and job postings based on education and interests
 - Profiles of companies hiring from school
 - Alumni with similar background and career interests

Toolkit: Career Services Platform Comparison Chart – p. 113

We have compiled a brief overview of career service and support vendors to support institutions as they consider new technologies and partnerships.

Sources: Experience Institute, www.expinstitute.com; Make School, www.makeschool.com; Galvanize, www.galvanize.com; Revature, www.revature.com; Handshake, www.joinhandshake.com; "Introducing the LinkedIn Students App: Helping Soon-to-Be College Graduates Conquer Their Job Search," LinkedIn, April 18, 2016, <https://blog.linkedin.com/2016/04/18/introducing-the-linkedin-students-app--helping-soon-to-be-colleg>; "LinkedIn's newest app helps college grads find jobs," *VentureBeat*, April 17, 2016, <https://venturebeat.com/2016/04/17/linkedins-newest-app-helps-college-grads-find-a-job/>.

Too Little, Too Late

Central Career Services Approach Won't Be Enough

An innovative approach to traditional career services offices might seem like the answer, but many large and well-known units have often depended on massive influxes of donor resources allowing for highly focused and expensive programming for students. Most career services offices are not so fortunate—boasting around 4 staff members, a non-personnel operating budget of \$30,000 and a 1:6,000 counselor to student ratio at large institutions. It is extremely difficult for such under-resourced offices to provide high-impact opportunities for all students.



Innovative Career Office Programming...

Advances in technology and new approaches to student and alumni engagement have enhanced the impact of Career Services



Growing Focus on Internship Placement...

Participation, offer, and offer acceptance rates are at decade highs, and internships are now a competitive pre-requisite in many fields



Growth in Experiential Learning Requirements...

Once a distinctive quirk, more and more universities (even large publics) are requiring hands-on learning experience to graduate



...But Only Reaching a Small Population of Students

- Median FTE of 4 staff
- ~\$30k non-personnel operating budget
- Up to 1:6,000 student-to-advisor ratio
- Only 1/3 offer for-credit career development classes



...But Limited Partner and Support Capacity

- Many internships are unpaid and/or non-credit bearing
- Not enough employer partners to go around, especially in rural areas
- Skepticism about rigor and learning outcomes



...But Merely Another Hurdle Without Broad Investment

- Uneven adoption between academic and pre-professional disciplines
- Access and time-to-degree concerns for at-risk students
- Debates over "what counts" complicate enforcement

Internships present a promising opportunity for career development—especially since internship conversion rates are at a decade high. Unfortunately internship capacity can be difficult to build outside of major urban centers. Furthermore, many faculty members, skeptical about the rigor of internship and co-op opportunities, will never advise students to pursue them, let alone grant credit for them.

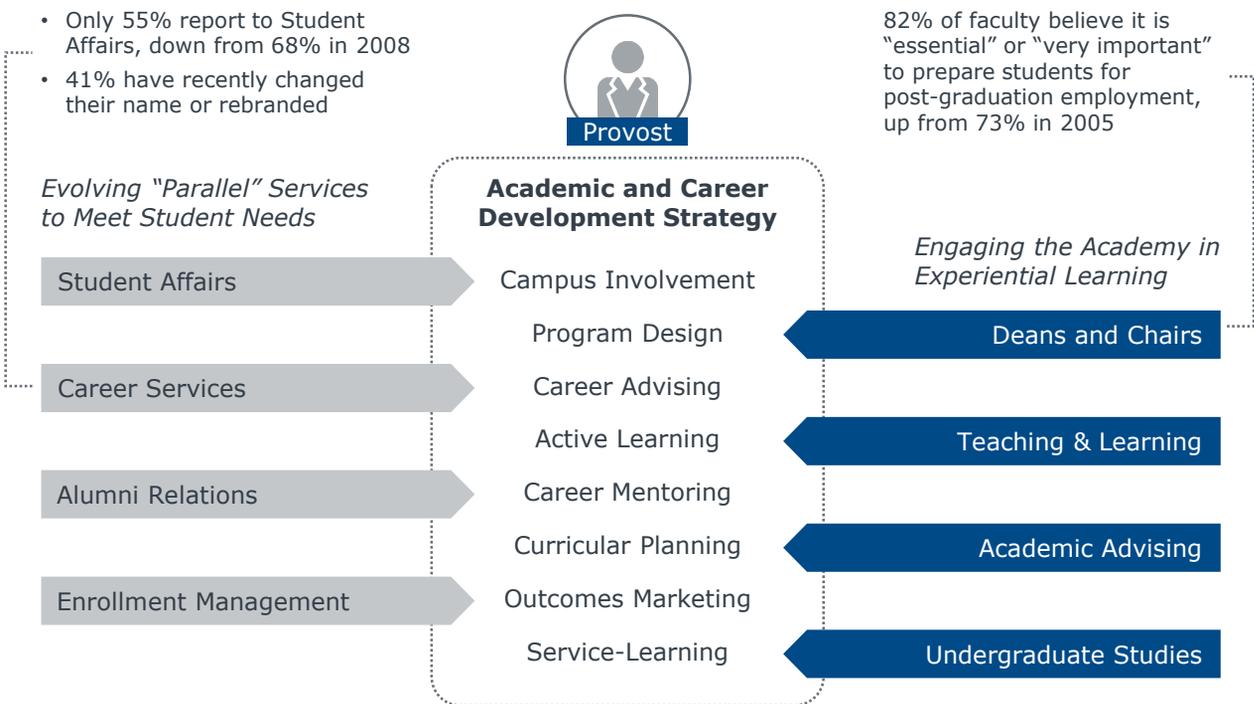
Moving beyond internships to embrace the broader category of experiential learning as a degree requirement can drive increased participation in career development programming. That said, these requirements can present a time to degree concern for at-risk students and will in all likelihood require that departments accept underdeveloped or unsuitable experiential learning opportunities in fulfillment of the requirement.

Sources: "Career Services Benchmark Survey 2015-2016," NACE, <https://www.naceweb.org/store/2016/career-services-benchmark-survey-2015-2016/>; "Internship and Co-op Survey 2016," NACE, <https://www.naceweb.org/store/2016/internship-co-op-survey-2016/>; EAB interviews and analysis.

A Networked Approach to Ownership

Intentional Blurring of Boundaries Reflects Holistic Student Goals

The solution to the limitations of traditional career services is to move past reliance solely on career services to drive career development initiatives. Instead institutions should move toward an integrated approach that incorporates student affairs-style parallel programming and more traditional academic programming into a student’s career development. This includes restructuring career services to bring it into closer alignment with academic affairs—13% of career services offices have made this shift in the last decade. It also necessitates reframing the kinds of services the office can provide, often signaled through rebranding—something 41% of career services offices have already done.



According to recent surveys of undergraduate teaching faculty by UCLA’s Higher Education Research Institute, 82% of faculty members believe that it is essential or very important to prepare students for employment, up from 73% in 2005. But celebrating faculty support for career development is meaningless without a clarifying their role in the process or supporting their direct involvement in helping students prepare for life after graduation. Faculty must develop high impact experiential learning opportunities for students that are integrated into their academic experience, accessible to all students, and enhance student success.

Sources: "Career Services Offices: Office Structure and Organizational Design," NACE, April 6, 2016, <https://www.nacweb.org/career-development/organizational-structure/career-services-offices-office-structure-and-organizational-division/>; Eagan K, Stolzenberg E, et. al, "Undergraduate Teaching Faculty: The 2013-2013 HERI Faculty Survey," HERI, 2014, <https://www.heri.ucla.edu/monographs/HERI-FAC2014-monograph.pdf>; Lindholm J, Szelenyi K, et. al, "The American College Teacher: National Norms for the 2004-2005 HERI Faculty Survey," HERI, 2005, <https://www.heri.ucla.edu/PDFs/pubs/FAC/Norms/Monographs/TheAmericanCollegeTeacher2004To2005.pdf>; "2014 National Professionalism Survey, Career Development Report," Center for Professional Excellence at York College of Pennsylvania, 2014, <https://www.ycp.edu/media/york-website/cpe/2014-National-Professionalism-Survey---Career-Development-Report.pdf>; EAB interviews and analysis.

Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

The core findings of our research are organized around two broad challenges, each with three chapters that detail relevant best practices. The first section is focused on enhancing the professional development impact of programming that already exists on campus. This includes supporting students as they select and reflect on the curricular and cocurricular programming that best aligns with their professional goals. It also includes developing new or modifying existing elements of the core curriculum to address specific professional development needs.

Enhance the Market Value of the College Experience

How can we help students make more informed choices early in their academic careers?



1 Equipping Students to Proactively Align Curricular and Cocurricular Plans with Personal Goals

How can we ensure that our students can articulate what they've learned?



2 Encouraging Ongoing Reflection and Narration

How can we extend skill development opportunities beyond pre-professional majors?



3 Augmenting the Core Curriculum to Address Skill and Experience Gaps

Scale Experiential Learning Opportunities to Underserved Populations

How can we create more credit-bearing opportunities for applied learning?



4 Expanding Faculty Engagement with Experiential Learning

How can we reach students with fewer resources and reduce the risk of cocurricular commitments?



5 Lowering Access Barriers to Applied Learning Outside the Classroom

How can we support graduate students interested in non-academic career development?



6 Engaging Graduate Students in Career Development

The second section explores methods for scaling professional development programming to underserved populations. Faculty members can be engaged in developing new experiential learning opportunities—expanding access broadly. That said, some types of cocurricular programming are more accessible and more attractive to underserved populations than others. The final two chapters of this study explore leading edge approaches to reaching these students, including one of the most difficult populations to engage in career development—graduate students in traditionally academic programs.



Equip Students to Align Curricular and Cocurricular Plans with Personal Goals

CHAPTER

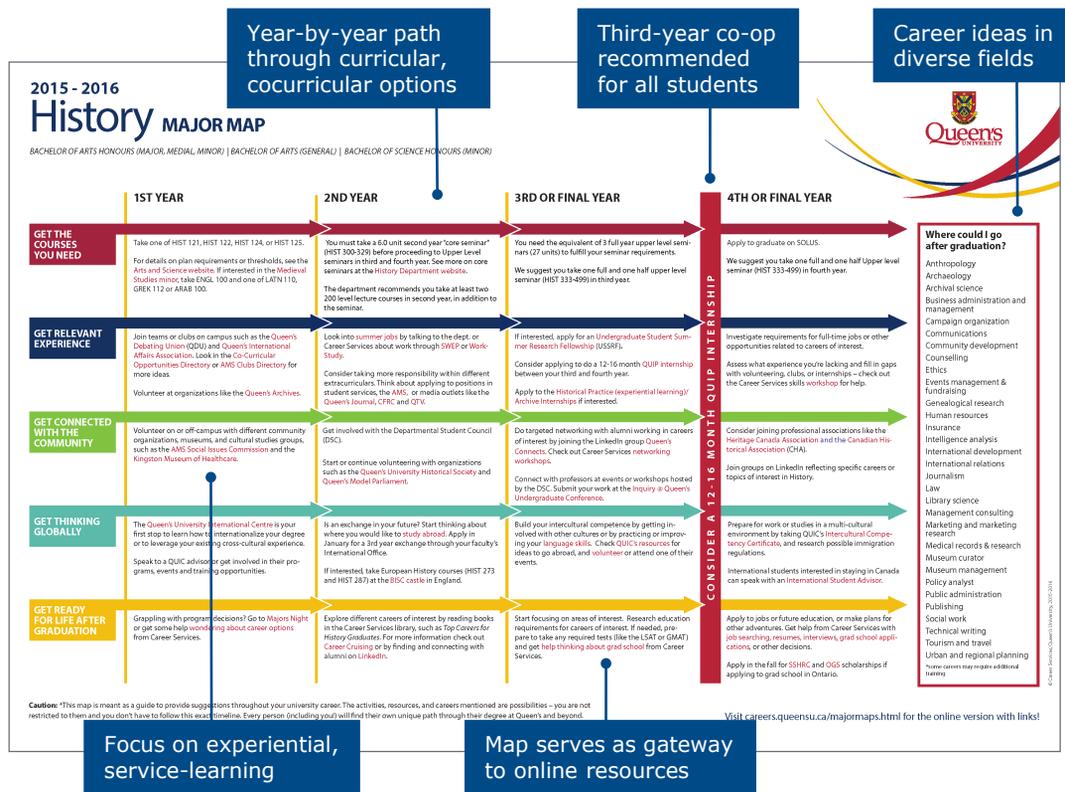
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- Practice 1: Cocurricular Planning Tool
- Practice 2: Point-Based Engagement Incentives
- Practice 3: Proactive Major Alignment Pathing
- Practice 4: Hybrid Intake Advising
- Practice 5: Industry-Based Career Coaches
- Practice 6: First-Year Field Exposure

Beyond the Degree Plan

Adding Cocurricular Goals to Traditional Four-Year Major Maps

The first step toward career alignment is the selection of a well-aligned major. Despite the weight imparted upon this decision by advisors, academic departments, and the institution as a whole, undergraduates struggle to make well-informed, thoughtful decisions about both academic and professional trajectory pathing. Queen's University in Ontario, Canada supports undergraduates in the College of Arts and Sciences during major selection and the pathway planning process with visually compelling, holistic major maps.



Major maps are not an entirely novel idea, but the Queen's University major maps possess a set of features that make them more useful for students as they consider their long-term professional ambitions. The map alerts students to both curricular and cocurricular programming, ensuring that they are aware of both academic and parallel non-academic enrichment opportunities. The four-year structure normalizes participation in a diverse assortment of programming at specific times, including an internship between a student's third and fourth year.

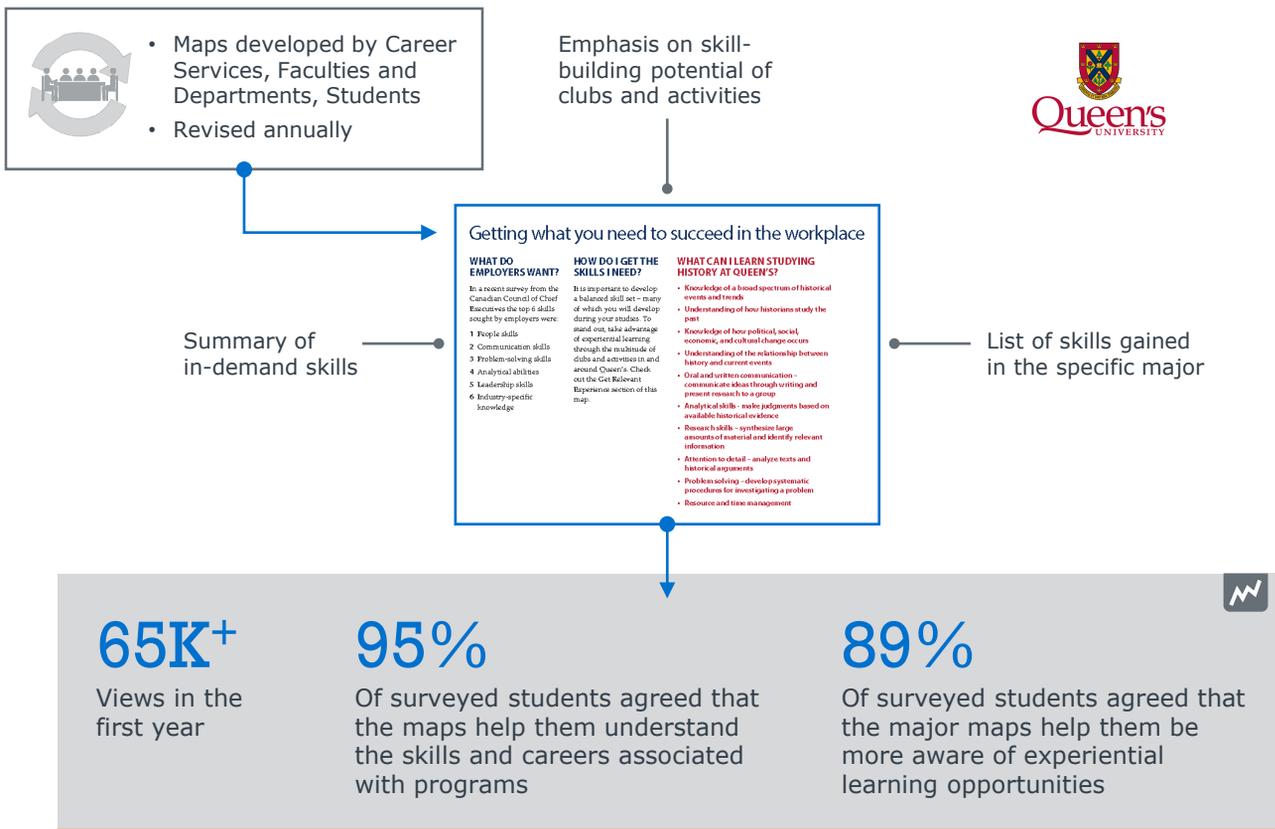
The major maps also communicate a diverse set of potential career outcomes for each major, not to promote major selection based on a specific career outcome, but to communicate to undergraduates the broad scope of potential career outcomes that are well-aligned with each major.

Sources: "Major Maps," Queen's University, <http://careers.queensu.ca/students/wondering-about-career-options/major-maps-2015>; EAB interviews and analysis.

Emphasize High-Demand Skills

Integrated Maps Emphasize the Value of Experiential Learning

Queen’s University’s major maps are the product of a collaborative effort between career services, the academic units, and students. Beyond identifying the right curricular and cocurricular programming to populate the template, faculty members articulated a set of skills gained through study in each major. Many of the skills are common to multiple programs, limiting faculty labor to the generation of a few discipline specific skills. These skills are presented alongside a list of skills in high demand by employers, reinforcing the professional development opportunities inherent in every major.



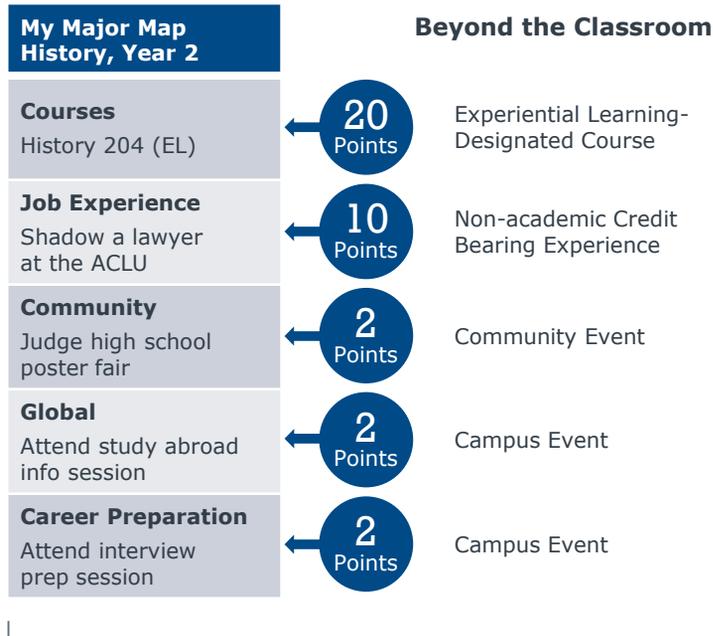
Undergraduates at Queen’s University review multiple maps during advising meetings and are encouraged to use them as a model for completing a blank template map when selecting their major. In addition, major map-guided academic planning supports stronger major-career alignment by helping students to better understand the career opportunities and professional skills associated with each academic program. It also enhances student awareness of the experiential learning opportunities that are available and are well-aligned with each major.

Sources: "Major Maps," Queen’s University, <http://careers.queensu.ca/students/wondering-about-career-options/major-maps-2015>; EAB interviews and analysis.

From Passive Guide to Active Exercise

Incentives Encourage Student Action on Major Map Recommendations

Structured curricular planning is inherently motivating for students because academic credits incentivize full participation. However, linking academic credits to cocurricular programming can be controversial, especially among faculty members, despite the academic value of the programming itself. The University of Tennessee at Chattanooga (UTC) uses a point-based, non-credit incentive system to promote persistent, long-term engagement with experiential learning and career development.



Activities and point values tracked in cocurricular transcript accessible through SIS



Near- and Long-Term Incentives

20+ points per term

- Priority registration
- Celebratory dinner
- Semester award

120+ points total

- Recognition at graduation
- Designation on transcript
- Special banquet

Results

1,143

Additional hours of student-initiated¹ experiential learning projects in 2013-14

Undergraduates receive points for participation in different kinds of experiential learning and career development programming. Point values vary based on the impact and time demands of each activity—with more involved activities, such as an experiential learning course, earning 20 points while a low-impact activity like a study abroad informational session earns a student two points. The reward structure is two-tiered, with near and long-term incentives promoting engagement throughout a student’s time with UTC. The program increased 4-year participation in structured experiential learning at UTC, and even produced 1,143 additional hours of student-initiated experiential learning.

Sources: "ThinkAchieve: Creating Connections," The University of Tennessee Chattanooga, <https://www.utc.edu/think-achieve>; EAB interviews and analysis.

Put Career Exploration First, Not Last

Equip Advisors with Student Interest Data for Proactive Pathing

Providing undergraduates with timely, high-quality information about major and career options early in their academic careers is critical to preventing poor decisions and late-stage program changes as they get closer to graduation. Below we have combined two institutional practices—a pre-application career interest survey administered by Florida International University and an orientation-hosted major selection model employed by Purdue University—to illustrate how a pre-matriculation career alignment conversation might look in practice.

Pre-application Survey Links Personal Interests to Career Fields



Which of these activities interests you the most?

- Leading a team
- Managing a budget
- Designing a website



**Good Major/
Interest Fit**

Advising Guide Recommendations

- Recommend courses
- Discuss cocurricular, experiential options



**Major/
Interest Mismatch**

- Revisit major choice motivations
- Discuss alternatives
- Introduce academic support options

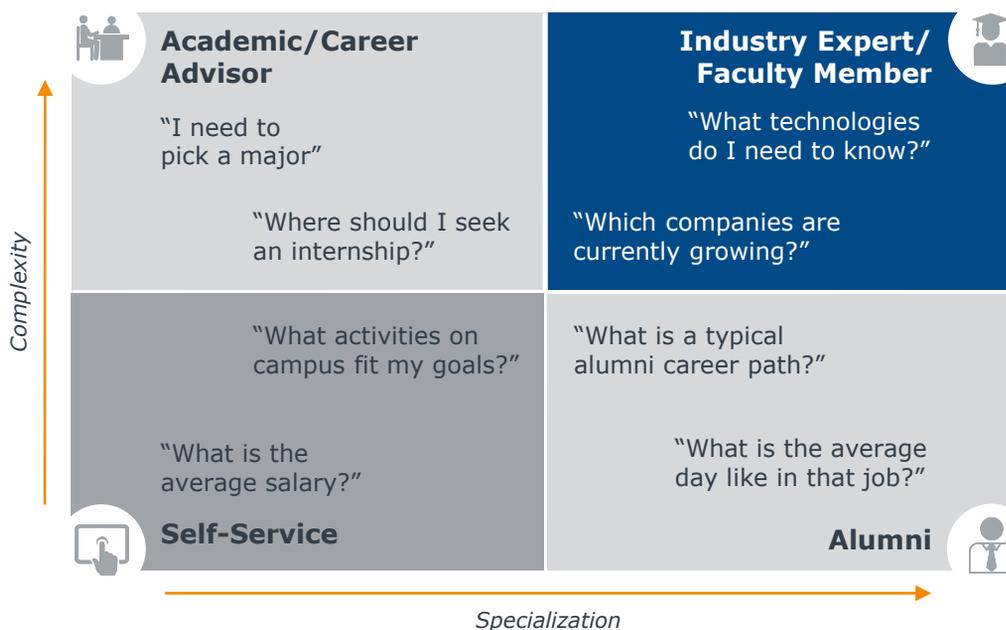
A structured advising conversation about major and career alignment is a useful exercise, even for students who already have strong alignment between the two. In these cases advisors can direct students to the specific curricular and cocurricular opportunities that best fit their interests and ambitions. For those students with weak alignment advisors can support students as they select alternative majors or professional ambitions. They can also help students develop atypical curricular and cocurricular paths that link mismatched majors and careers (e.g., a creative writing major with business-oriented ambitions participating in a banking internship).

Sources: Trusty J, "Study of Outcomes Associated with Use of the Kuder® Career Search with Person Match at a Public Research University in Greater Miami, Florida," Kuder, Inc., June 27, 2014, <http://www.kuder.com/wp-content/uploads/2014/07/Outcomes-Associated-with-Use-of-KCS-FL.pdf>; EAB interviews and analysis.

It Takes a Village

Visualizing a Cross-Functional Advising Model

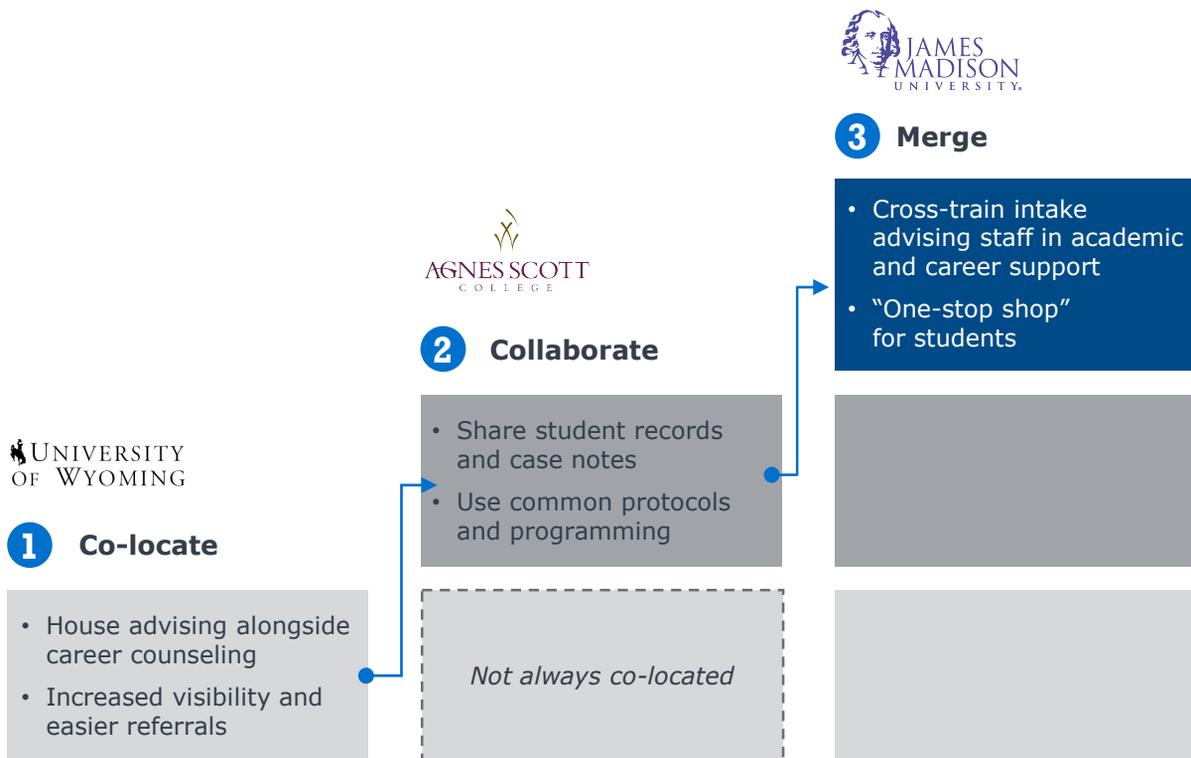
Integrating career development into a broader student success framework necessitates a career advising structure that more closely mirrors the robust set of advising and mentoring services colleges and universities provide to students as they navigate their academic experience. Like academic advising, career advising requires that undergraduates seek out the answers to a series of questions that vary in both complexity and the degree of specialized knowledge required to develop an answer. Supporting students through this process requires knowledgeable career advisors, but also access to alumni and industry experts, and a set of self-service resources for more basic tasks and questions.



Bridge the Structural Divide

Three Steps Toward a Hybrid Advising Model

Academic advising—particularly when professionally staffed and focused on students’ first year of courses—should be much more closely integrated with career advising, and even merged when possible. Bringing the two services into closer alignment promotes the development of shared programming and resources. It also ensures that academic planning decisions help inform and inflect career advising, and vice versa. This kind of alignment can emerge organically if the two advising units are co-located, or can be directed from above through explicit and structured collaboration.



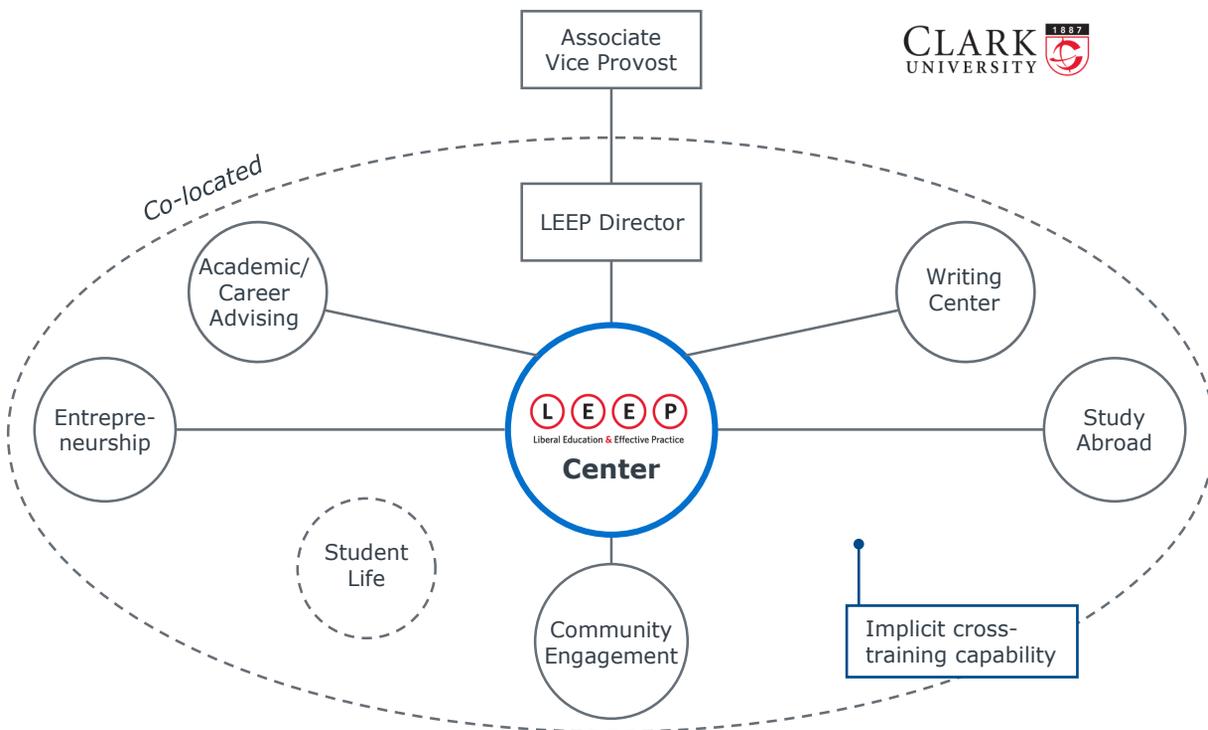
James Madison University circumvented the need for structured collaboration by merging the academic advising and career counseling functions on their campus. Insufficient advising capacity to meet the needs of an unusually large incoming class precipitated the merger, but an ancillary benefit has been a clearer alignment between career and academic pathing support for students. The merged advising office ensures that student career interests are fully integrated into academic advising, and it eliminates the need for, and potential drop-off during, a cross-advising referral process.

Sources: “SUMMIT Board of Advisors,” Agnes Scott College, <https://www.agnesscott.edu/summit/board-of-advisors.html>; “CAP Liaisons to Majors,” James Madison University Career and Academic Planning, <http://www.jmu.edu/cap/about/liaisons.shtml>; “Center for Advising and Career Services,” University of Wyoming, <http://www.uwyo.edu/cacs/>; EAB interviews and analysis.

Under One Roof

Cross-Functional Support Center Streamlines Student Experience

Clark University, a liberal arts-focused institution in Worcester, Massachusetts, has unified multiple student success-oriented support units under a single director in their LEEP¹ Center, who reports to an Associate Vice Provost within academic affairs. While merging academic and career advising, writing support, study abroad services, entrepreneurship support, and community engagement within one central office is rarely feasible at large, comprehensive institutions, we believe that Clark’s model will (and should) become more common among smaller, undergraduate-focused institutions in the years to come.



A desire to reduce labor costs through shared services prompted the creation of the center, along with a desire to bring Clark’s student success framework into closer alignment with their newly revised curriculum. Launching the LEEP Center demanded significant cross-training for many unit-specific staff—all of whom now serve as LEEP advisors responsible for many different aspects of student support and success. The cross-functional support center has improved the student advising experience—the LEEP Center supports 11,000 student interactions per year, of which 60% are substantial advising interactions.

Perhaps the most important benefit of this new structure is the narrative consistency of each advising interaction, for both staff and students. The academic mission and central themes of the institution are revisited and reaffirmed in each conversation, as students plan a wide variety of experiences with the LEEP objectives in mind.

1) Liberal Education and Effective Practice.

Sources: "Liberal Education & Effective Practice," Clark University, <http://www2.clarku.edu/leep/>; EAB interviews and analysis.

Provide Industry-Specific Guidance

George Mason University's Industry Advisor Model

Providing high-quality career counseling to undergraduates demands a level of industry-specific expertise that few institutions have in any great abundance outside of their alumni network. In an effort to enhance the quality of career counseling many institutions house them within colleges or clusters of similar academic departments, allowing the counselors to learn the specific needs of students in those programs and the industries with which they readily align. George Mason University has instead built its career advising model around clusters of similar industries.



John Connington¹
 Manager, Industry
 Advising and
 Employer Development

- 1 Employer Focus**
 - Role includes relationship-building with local employers
 - Coordinates campus visits and events
- 2 Industry Experience**
 - Several have previous entry-level HR experience
 - Familiar with hiring practices and industry trends
- 3 Student Preparation**
 - Works with students interested in specific industries
 - Helps students tailor job search to industry norms



- Consulting
- Consumer Products
- Finance
- Real Estate
- Retail



- Healthcare
- Sciences



- Construction
- Engineering
- Technology
- Transportation



- Criminal Justice
- Government
- Law



- Education
- Hospitality
- Tourism
- Human Services
- Non-Profit
- Sports
- Recreation



- Advertising
- Arts
- Entertainment
- Marketing
- Media
- PR

Many of the counselors are hired with entry-level HR experience in their assigned industry cluster. This experience allows them to provide students with up-to-date information on how to best prepare for specific kinds of entry-level careers.

By pulling the career advising structure out of the academic disciplines George Mason weakens the problematic link between specific academic programs and careers. This ensures that students have a clearer sense of the broad scope of career opportunities available to majors in traditional academic fields.

1) Pseudonym.

Sources: "University Career Services: About Us," George Mason University, <https://careers.gmu.edu/about/index.cfm>; EAB interviews and analysis.

Exploring by Doing

Early Opportunities for Application Allow Students to Test Long-Term Goals

Even structured advising can still result in misalignment between a student’s intended program of study and their interests and career goals. This can be corrected late in a student’s academic experience, but on occasion shifting trajectories can present students with set of very serious challenges that will increase time to degree, decrease persistence rates, and require the assumption of additional cost and student debt. Institutions should mitigate this risk by allowing students to test their assumptions about career alignment early during their first two years in college.



A Brief Glimpse

Typical:

Class field trip to a company or research laboratory



Best Practice:

**“Scientist for a day”:
hands-on field experience**



Viking Launch

- Weeklong early start
- Students visit a research site and conduct a brief service-learning project



Structured Exploration

Typical:

Lunch with alumni or departmental panel session



Best Practice:

**First-year job shadowing
with alumni host**



Externship Program

- Off-campus job shadow
- Students typically complete during first-year spring break



Intensive Experience

Typical:

Traditional internship—but not until third or fourth year



Best Practice:

**Winter internship preceded
by thorough prep course**



Internship 100

- 120-hour, 2-credit internship during January of first year
- Prep course covers professionalism and intern expectations

While many institutions offer brief opportunities for students to test their career plans during first and second year, typical programming often lacks structured reflection or rigorous learning outcomes. The most obvious answer is to match these students with internships in their first or second year, but students typically lack the experience to effectively participate in this kind of programming early in their academic career. Western Washington University and the University of Chicago provide students with the opportunity for highly structured job shadowing experiences during a student’s first year.

Endicott College is committed to providing its students with an internship experience during their first year. This first-year internship is typically shorter and less demanding than a traditional off-campus placement, but still demands a level of professional development uncommon to freshmen students. Endicott addresses this concern with an internship prep course designed to ensure that their students are well-equipped to maximized the value of their short internship.

Sources: “Viking Launch,” Western Washington University, http://www.wvu.edu/ee/youth/v_launch/bellingham.shtml; “Alumni Board of Governors Externship Program,” University of Chicago, <https://careeradvancement.uchicago.edu/jobs-internships-research/alumni-board-of-governors-externship>; “Internship Program,” Endicott College, <http://www.endicott.edu/Internship-Program.aspx>; EAB interviews and analysis.



Encourage Ongoing Reflection and Narration

CHAPTER

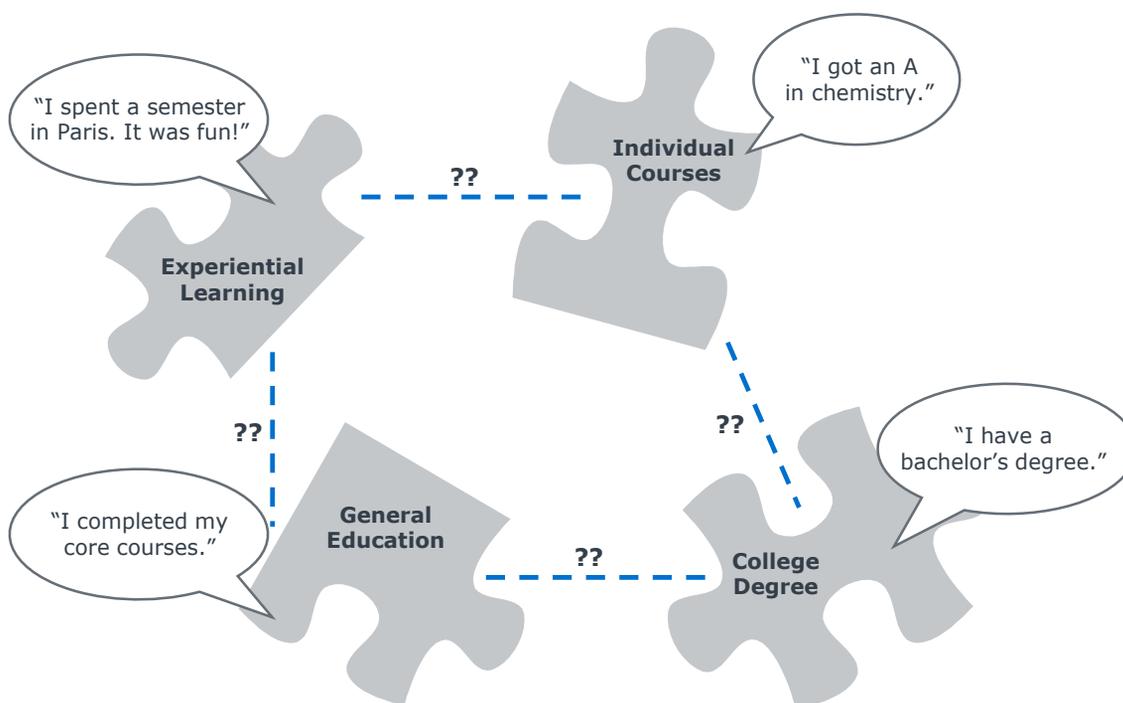
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- Practice 7: Experience-Spanning Reflection Exercises
- Practice 8: Thematic Core Curriculum Pathways
- Practice 9: Vocational Alignment Capstone
- Practice 10: Syllabus Competency Matching
- Practice 11: Student-Facing Reflection Tools

‘Tell Me Why You’re Qualified’

Why an Academic Transcript Rarely Translates to a Resume

While the bachelor's degree continues to serve as the clearest indication to employers that a graduate has the skills and experiences required to succeed in many entry-level positions, the link between a college degree and job readiness is weaker now than it has ever been—especially in majors and programs that are not explicitly professionally oriented. Hiring managers often lack the information or time necessary to develop a deep understanding of how the curricular and cocurricular elements of a graduate's college experience prepare them for the demands of a specific job opening.



The burden of translating the college experience from the language of education into the language of the workplace increasingly falls on graduates. These students—often well-prepared for post-graduation careers—are ill-equipped to articulate the value of their experiences beyond a list of courses and content. Many graduates fundamentally struggle to communicate to prospective employers the skills they developed while in college or how these skills meet the demands of specific careers. In short, graduates need to transition from “I took” and “I learned” statements towards “I did and I can do” assertions.

When Preparation Meets Opportunity

Three Steps to Add Academic Rigor to Cocurricular Experiences

It is not entirely surprising that students struggle to explain their college experience to employers—their resume or first job interview is typically the first time they are asked to do so. Institutions can help students prepare to articulate the value of their education—both academic and professional—to employers by incorporating a structured, three-stage reflection process into cocurricular activities. Typically these kinds of reflective exercises take place once during a student’s experience, and with little structure or oversight. The most progressive institutions have built pre-experience, during-experience, and post-experience reflection exercises into cocurricular opportunities in a way that prepares students to communicate the value of their education to a wide variety of stakeholders.

	Before Experience	During Experience	After Experience
Typical practice	 No preparation, or basic orientation covering logistics	 No continuous reflection, or an activity journal with little guidance or oversight	 Brief essay, required largely as a formality
Best practice	 Online “mini-MOOC” focused on NACE competencies	 Students complete guided inquiries with faculty advisor throughout co-op	 Students complete assessment with employers
	 Pre-internship career workshop series	 Students take an online portfolio development course concurrent with co-op	 Co-op employers evaluate student self-reflection pieces
	 Co-op prep course on professional skills	 Faculty engage in site-visits with community partners	 Post-work learning outcomes discussion with co-op employer



Experiential Learning Reflection Toolkit – pp. 115-163

We have compiled a compendium of reflection-focused course syllabi, exercises, and assessment rubrics to support the development of high-impact experiential learning opportunities.

Sources: “Cooperative Education Program,” Antioch College, http://www.antiochcollege.edu/academics/co-op_program; “Cooperative Education and Career Development,” Northeastern University, <http://www.northeastern.edu/coop/>; “Endicott College Internship Program Site Supervisor Handbook,” Endicott College, [file:///C:/Users/BarnesD/Downloads/InternSupervisor_WEB_14%20\(3\).pdf](file:///C:/Users/BarnesD/Downloads/InternSupervisor_WEB_14%20(3).pdf); “Funded Internship Program,” Connecticut College, <https://www.conncoll.edu/career/funded-internship-program/>; “Receiving Internship Credit,” George Mason University, <http://integrative.gmu.edu/current-students/internships/>; “Student Success,” Portland State University, <http://www.pdx.edu/student-success/>; EAB interviews and analysis.

Build a Narrative Around General Education

From Mere Exposure to Meaningful Experience

Articulating the value of general education presents a serious challenge to undergraduates. While affording students the opportunity to explore academic opportunities is valuable, without structure to support this exploration students end up selecting courses based on convenient times or the opportunity take classes with friends.

This presents a lost opportunity, as many students enter as freshmen with mission oriented interests, but lack the forethought to plan around these goals and interests. Northern Illinois University and Virginia Tech help students bridge this planning gap by structuring their general education requirements around broad themes instead of unstructured exploration.



*"I want a college degree so that one day I can work to solve **environmental sustainability** problems and help people in **developing countries** get **clean water**."*



Northern Illinois University

Typical Practice

Transcript

- English Composition
- General Chemistry
- **Biology of Sustainability**
- Intro. to Anthropology
- **Environmental Studies 1**



"I took some courses in different topics and learned about the majors I could study."

General Education Themes

Transcript

- Scientific Journalism
 - Water Chemistry
 - Biology of Sustainability
 - Natural Resources in Society
- Theme: Sustainability**



"I learned how I can combine skills across disciplines to research solutions to global resource shortages."



Experiential Pathways

Transcript

- Scientific Journalism
- Water Chemistry
- Biology of Sustainability
- Natural Resources in Society
- Environmental **Internship** at Water for People



"I did research during my internship that put my knowledge into action, and tested a new water purification method."

Typical general education requirements are narrated as a list of courses. NIU clusters general education requirements around a set of mission-oriented themes like sustainability. By imposing a narrative on the general education sequence students have an easier time narrating to employers the value of their experience in a coherent way.

Virginia Tech has further enhanced the value of general education by allowing students to structure their general education around a theme and to complete, with faculty support and supervision, some of their general education requirements with an experiential learning opportunity. This ensures that general education at Virginia Tech is as focused on content knowledge as it is on testing that knowledge in application—shrinking the gap between general education coursework and professionally-oriented skills.

Sources: "Pathways to General Education," Virginia Tech, <http://www.pathways.prov.vt.edu/>; "PLUS," Northern Illinois University, <http://niu.edu/plus/>; EAB interviews and analysis.

Designing Your Life

The Stanford Design School's Approach to Post-graduation Planning

Even in cases where students are intrinsically motivated to think intentionally about their college experience and personal ambitions they can still struggle to understand how these experiences will impact their post-graduation trajectory. Stanford University helps its students, many of whom tend towards goal-oriented academic pathing, to reflect on how their experience at Stanford will impact their future through a very popular course called Designing Your Life.



Stanford
University

ME104B – Designing Your Life

- Launched in Spring 2010
- Uses design thinking to help students reflect on their time at Stanford and plan their “Odyssey Years”—the 3-5 years following graduation
- 2 units
- Pass/Fail
- 10 weeks
- Open to juniors and seniors
- Taught by faculty from the School of Design

50%

of Stanford undergraduates
enroll in the course

The ten-week, two-unit course enrolls juniors and seniors, who take the course pass/fail. It is taught by faculty members from the Stanford School of Design, who walk students through a set of reflection exercises based on design thinking. These exercises help students reflect on their time at Stanford and identify those themes that emerged organically within their curricular and cocurricular activities. Those themes with which the students feel the strongest affinity or alignment are then used as the foundation for a series of planning exercises focused on the mapping student’s “Odyssey Years”—the 3-5 years post graduation during which graduates are expected to explore many different opportunities in an effort to identify the career path that is best aligned to their personal mission and goals.

A Light (but Critical) Lift for Faculty

Identify Transferable Skills in Existing Curricula

Many of the soft skills that employers look for in entry-level employees are developed through the activities that make up traditional coursework. Unfortunately, students struggle to identify the broad competency crossing skills developed in typical course assignments and activities. Few students discuss their coursework in a skills-oriented vocabulary. Memorial University helps its students to develop a skills-oriented vocabulary by requiring faculty to articulate the skills developed by each course activity on their syllabi.

Sample Syllabus – English 111

Presentation – 30%
Students will form groups and present on a course topic.

Portfolio – 30%
Students keep a journal to record reading, reflections, and experiences.

Class Participation – 10%
Students are expected to attend, be prepared, and actively participate.

Final Exam – 25%
Written exam taken in class at the end of the semester.



Competencies Developed by Deans, Faculty, and Administrators

- Working within the dynamic of a group
- Research skills
- Oral presentation skills
- Leadership skills
- Ability to work within a time frame
- Critical thinking skills

No course redesign necessary; faculty map existing lessons to professional competencies


 Memorial U found that employers were more likely to interview students who discuss coursework in terms of competencies than subject matter or academic field.

A committee of deans, faculty members, and administrators at Memorial University developed a list of general skills that students develop during their coursework and faculty map these skills to specific assignments on their syllabus. The initiative required little faculty effort and did not require any course redesign—simply a clearer articulation of the skills faculty members already believe students develop in their courses assignment by assignment.

The new skills-based outcomes have a measurable effect on student job searching behavior. During an on campus job fair students who used the new outcomes to discuss their coursework with potential employers were more likely to receive requests for follow-up interviews than students who discussed their coursework in terms of content knowledge.

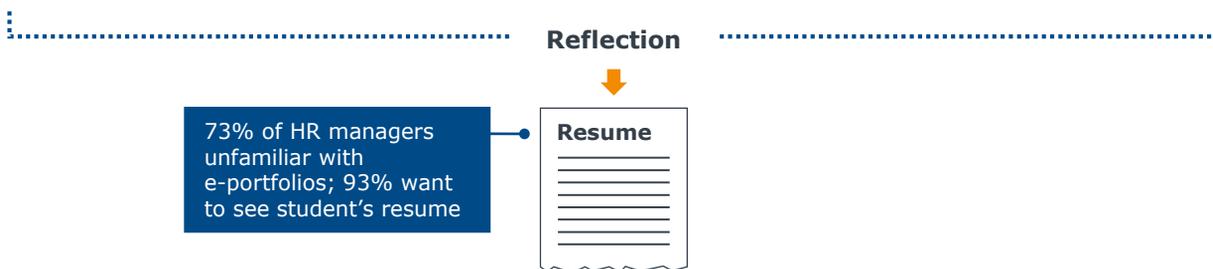
Not Disruptive, but Still Constructive

New Credentialing Tools Best Leveraged to Inform, Not Replace, Resumes

When attempting to help students better articulate the value of their college experience to employers, it can be tempting to blame the traditional job application process for its inability to capture the professional value of a college education. This impulse motivates many institutions to look to potentially disruptive credentialing formats as a method to overcome the limitations of the traditional resume—especially cocurricular transcripts, e-portfolios, and badges. Unfortunately most hiring managers are unfamiliar with these resume alternatives and rarely display interest in reviewing documents outside of a traditional resume.

Student Activities, Experiential Learning, and Coursework

Reflection		
<i>Cocurricular Transcript</i>	<i>E-Portfolio</i>	<i>Badges</i>
	 Florida State University	
<ul style="list-style-type: none"> • Records participation in cocurricular activities • Maps activities to types of experiential learning (e.g. service-learning) • Memory aid for students in writing resumes 	<ul style="list-style-type: none"> • Repository of student coursework and projects • Student-facing portfolio includes reflection piece for each artifact • Links coursework to specific professional competencies 	<ul style="list-style-type: none"> • Visual representation of verified mastery of skills • Two applications: one sets up challenges to earn badges; one allows faculty to create badges • Platform to display app’s and Mozilla’s badges



That said, these resume alternatives do present opportunities to guide students through meaningful reflection. Cocurricular transcripts can help students identify the outside-of-the-classroom experiences that will be valuable to employers, and badges can support students as they identify the skills they have mastered.

E-portfolios present the most significant opportunity for guided student reflection. Compiling an e-portfolio helps students to link specific elements of their coursework with skills and professional competencies. Students will, however, need to translate their e-portfolio into resume format—a task made easier by the existing portfolio framework.

Sources: "Career Portfolio," Florida State University, <http://www.career.fsu.edu/Portfolio>; "Elon Experiences Transcript," Elon University, http://www.elon.edu/e-web/students/elon_experiences/transcript.xhtml; "Passport," Purdue University, <http://www.itap.purdue.edu/studio/passport/>; Ward C, Mosier C, "E-Portfolios as a Hiring Tool: Do Employers Really Care?," *EDUCAUSE Review*, November 17, 2008, <http://er.educause.edu/articles/2008/11/eportfolios-as-a-hiring-tool-do-employers-really-care>; EAB interviews and analysis.

Data Speaks Louder Than Words

People Analytics Threaten to Disrupt the Traditional Job Seeking

Recent shifts in the way corporations screen applicant credentials makes clearly articulating the value of a graduate's college experience more important than ever before. Communicating effectively with a hiring manager is no longer the primary challenge as automated applicant screening demands resumes that clearly match a student's college experience with the specific demands of the job, in a vocabulary that is more career oriented than education oriented.

The Status Quo



Keyword Resume Screening

Software sorts resumes based alignment between competencies listed in both the resumes and the job listing



Qualified applicants who fail to clearly articulate competences on their resumes will be sorted as underqualified.

A Fast-Emerging Approach



Gamified Skills Assessments

Online modules test both technical and soft skills through a series of games and traditional tests



Applicants without traditional degree-based credentials can outperform graduates if these graduates struggle to apply their training beyond the classroom

On the Horizon



Predictive Trajectory Matching

Longitudinal analysis identifies characteristics associated with the most successful employees



The digital footprint of a specific degree, program, or cocurricular activity will need to demonstrate a measurable link to career success for employers



Fast emerging are two technologies that make even an effective resume less potent for securing entry-level positions. Some organizations are beginning to deploy gamified skills assessments—online modules that test both the technical and soft skills of each applicant. This screening mechanism presents a significant success barrier to well-trained students without experience applying their skills in practice.

Even more disruptive is predictive trajectory matching, in which applicant characteristics are matched with those of present employees who have been successful within an institution. This kind of screening will demand that every student experience have a clear and measurable effect on long-term career success.

Sources: Rifkin G, "Big Data, Predictive Analytics and Hiring," Korn Ferry Institute, May 12, 2014, <http://www.kornferry.com/institute/big-data-predictive-analytics-and-hiring>; "Robot Recruiters," *The Economist*, April 6, 2013, <http://www.economist.com/news/business/21575820-how-software-helps-firms-hire-workers-more-efficiently-robot-recruiters>; Selingo J, *There is Life after College*, New York, HarperCollins Publishers, 2016; EAB interviews and analysis.



Augment the Core Curriculum to Address Skill and Experience Gaps

CHAPTER

3

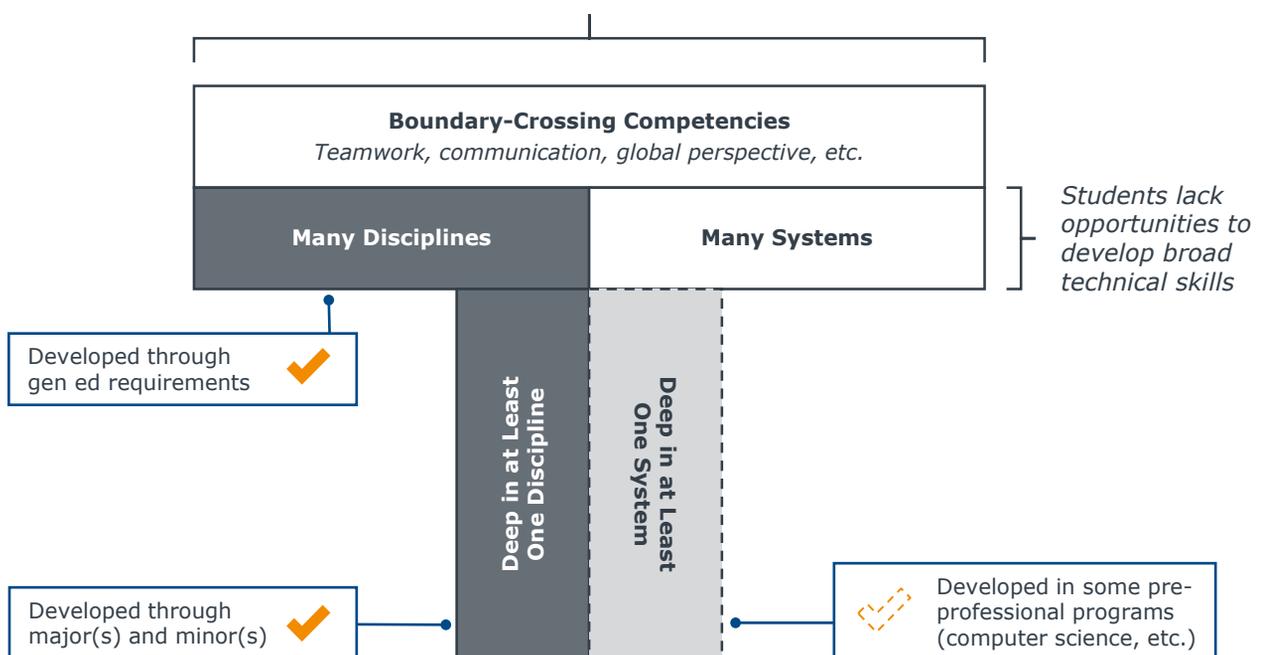
- Practice 12: Applied Learning Opportunity Portal
- Practice 13: Embedded Professional Tracks
- Practice 14: Problem-Based Experiential Fellowships
- Practice 15: Applied Degree Core

Today's Episode Brought to You by the Letter 'T'

Many Graduates Lack Broad Pre-professional and Technical Competencies

The ultimate goal of academically integrated career development is not the development of specific technical skills demanded by a specific position, but rather the production of a graduate that can display both breadth of learning, and a level of depth in a handful of skills and content knowledge sets. It must also ensure that students develop the boundary-crossing competencies necessary to leverage their skill and content knowledge in a wide-variety of careers.

Students struggle to articulate basic professional skills all employers look for



This relationship between breadth, depth, and boundary-crossing competencies is best reflected in the concept of the "T-Shaped Professional." The "T-Shaped Professional" is a person that displays all three aspects. Such individuals are considered ideal employees because they possess both soft skills that allow them to collaborate, as well as technical skills that allow them to innovate.

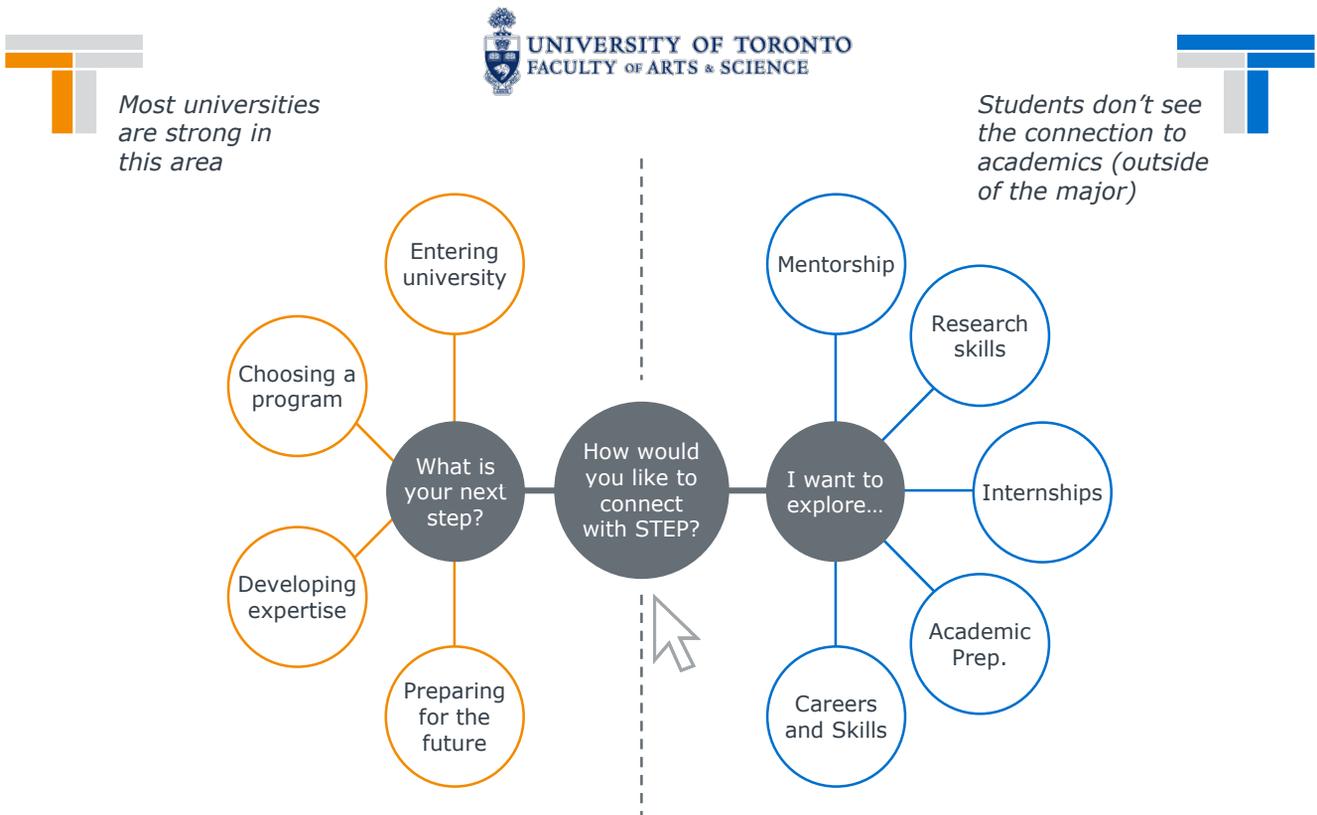
Students generally develop strong disciplinary knowledge, which makes up the left side of the T, through general education requirements that allow students to gain a broad exposure to a variety of different content knowledge sets. At the same time, students are able to build depth of knowledge in a specific discipline through study in their majors and minors. Where students tend to lack sufficient development is in systems knowledge or technical skills, namely for those in the liberal arts. They also struggle to develop the very top of the T in the kinds of applied skills that are essential to success in any career like teamwork, communication skills, and a global perspective.

Sources: "What is the 'T'?", T-Summit 2016, <http://tsummit.org/t>; EAB interviews and analysis.

A Curated Gateway to Early Skill Development

Messaging the Relevance of Pre-professional Activities to A&S Students

To develop those essential boundary-crossing competencies, students must build and test their skills in application. Opportunities for this kind of professional development exist on campus, but many students may not be aware of the opportunities provided by their institution. Centralizing a list of applied learning options in a single place can help generate student awareness and saves students the time and frustration of locating this often widely dispersed information.

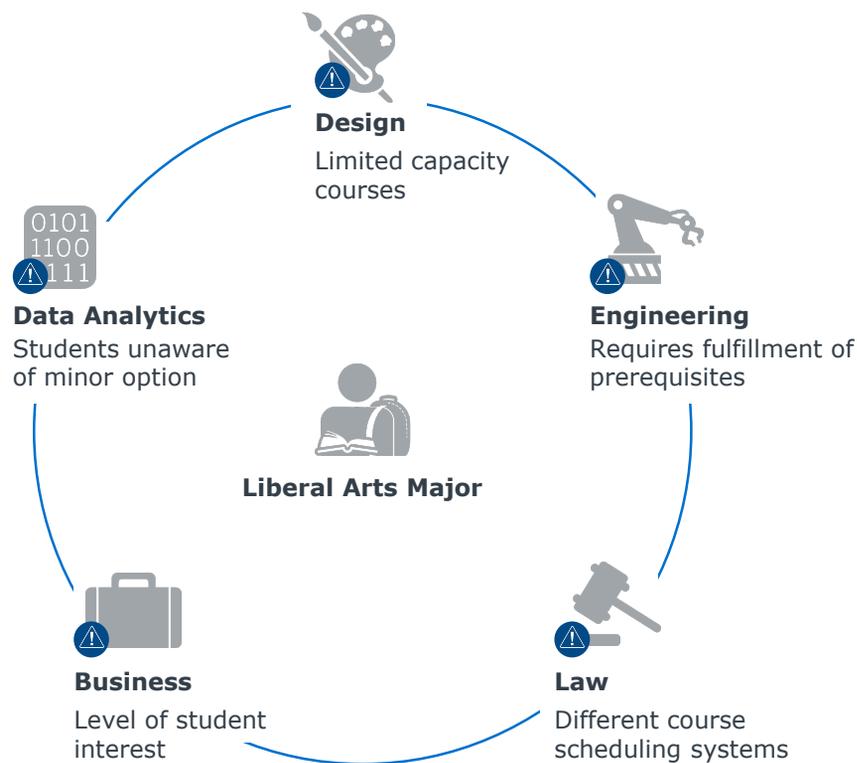


The University of Toronto has done this through their STEP website, a portal designed to connect their students in the Faculty of Arts and Sciences with specific curricular and cocurricular opportunities. The portal is tailored to the specific needs and interests of Arts and Sciences students because this group is in particular need of opportunities to further develop their technical breadth and depth. They are also less likely to be aware of the opportunities that exist on campus, as well as which ones are the best opportunities to support their needs and interests.

Just Out of Reach

Multiple Barriers Keep Liberal Arts Students from Career-Oriented Minors

Professionally-oriented minors present an excellent opportunity for students, especially liberal arts majors, to develop broad career-ready skills and experiences. Unfortunately, liberal arts students often fail to engage in these opportunities because of five barriers. They may not be interested in the kinds of professionally-oriented minors available to them, or may be unaware that they have access to these programs, for example.



Professional programs are typically the most capacity constrained on campus, and so high-demand programs may not be able to support additional minors. Some technical programs may require demanding prerequisites to access courses, or may even have course scheduling systems that are incompatible with those in a student's major program.

The challenge for institutions hoping to better equip liberal arts majors with pre-professional competencies is to structure relevant curricula in a way that is both attractive and convenient.

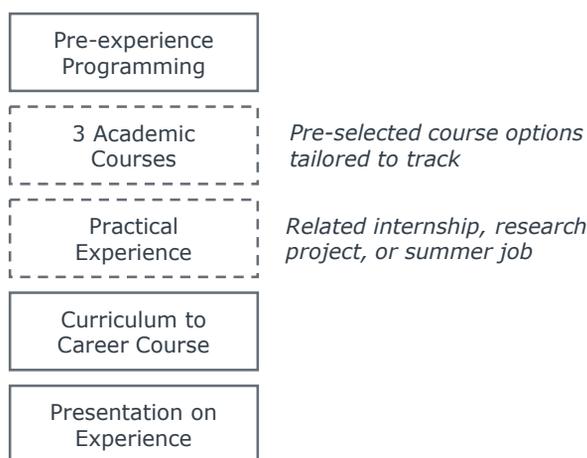
Meeting the Liberal Arts Halfway

Mount Holyoke's Nexus Program Models Alternative to Minors

Instead of limiting their students to minors, Mount Holyoke developed *Nexus*, a set of professionally-oriented tracks focused on in-demand fields including engineering, global business, and non-profit management. The tracks are shorter than a minor, making them easier for students to complete. The shortened length does not diminish practical skills building. Several tracks require career development components like professionally-oriented experiential learning. They also require students take the "Curriculum to Career" course to help them reflect on and translate their Nexus experience into a professional asset.

Professionally Oriented Tracks Supplement Liberal Arts

- Focused on emerging fields:
 - Development studies
 - Engineering
 - Global business
 - Nonprofit organizations
 - Data Science
 - Educational Policy and Practice
 - Law, Public Policy, and Human Rights
- Prepare students for internships, research projects, careers
- Tracks run by inter-departmental faculty advisory groups or rotating chairs



100 Students declaring track in 2015

The tracks use a combination of fixed courses that are common to every track, and flexible coursework that differs for each field. The fixed course material teaches students general professional skills through internship preparation and high-impact reflection to help students draw connections between their curriculum and their intended careers. The only new course material developed specifically for each track is a series of three academic courses and a practical experience or internship. Mount Holyoke provides faculty stipends for new course development, but a central program director owns the tracks. As demand shifts over time, Mount Holyoke sunsets tracks by discontinuing new student recruitment and dismantling the track as students graduate or switch to other fields.

Sources: "Nexus: Curriculum to Career," Mount Holyoke, www.mtholyoke.edu/acad/nexus; EAB interviews and analysis.

Specialize Without Sacrificing Breadth

Repackage Liberal Arts Majors (and Minors) Toward Today's Careers

Alternatively, practically-oriented tracks can be built directly into majors. By repackaging existing courses, Susquehanna University was able to launch a series of career-oriented minors without significantly overhauling the existing curriculum. Alumni employment trends informed which minors were launched. Several of these minors became so popular, Publishing and Editing in particular, that they were turned into independent majors. To combat fears that these programs would not succeed, five-year sunset plans were developed for each. However, the programs have proved highly attractive to students in the English department, which has seen an 80% increase in student majors.



English → Publishing and Editing



Professional in residence teaches industry specific practicum



Students required to complete internships in relevant industry



Core remains the same as English Literature with a few new major courses added



Program specific capstone

95%

Of graduates from School of Arts and Sciences are employed or continuing education

80%

Increase in English enrollments after 2-years

Prepares Students for Careers in:

- Editing
- Marketing
- Public Relations
- Arts Journalism
- Library and Information Science
- Media Management
- Production Management
- Communications

Other Career-Oriented Minors Launched Using Alumni Employment Clustering

- Arts Management
- Museum Studies
- Applied Language
- Public Policy
- Professional and Civic Writing

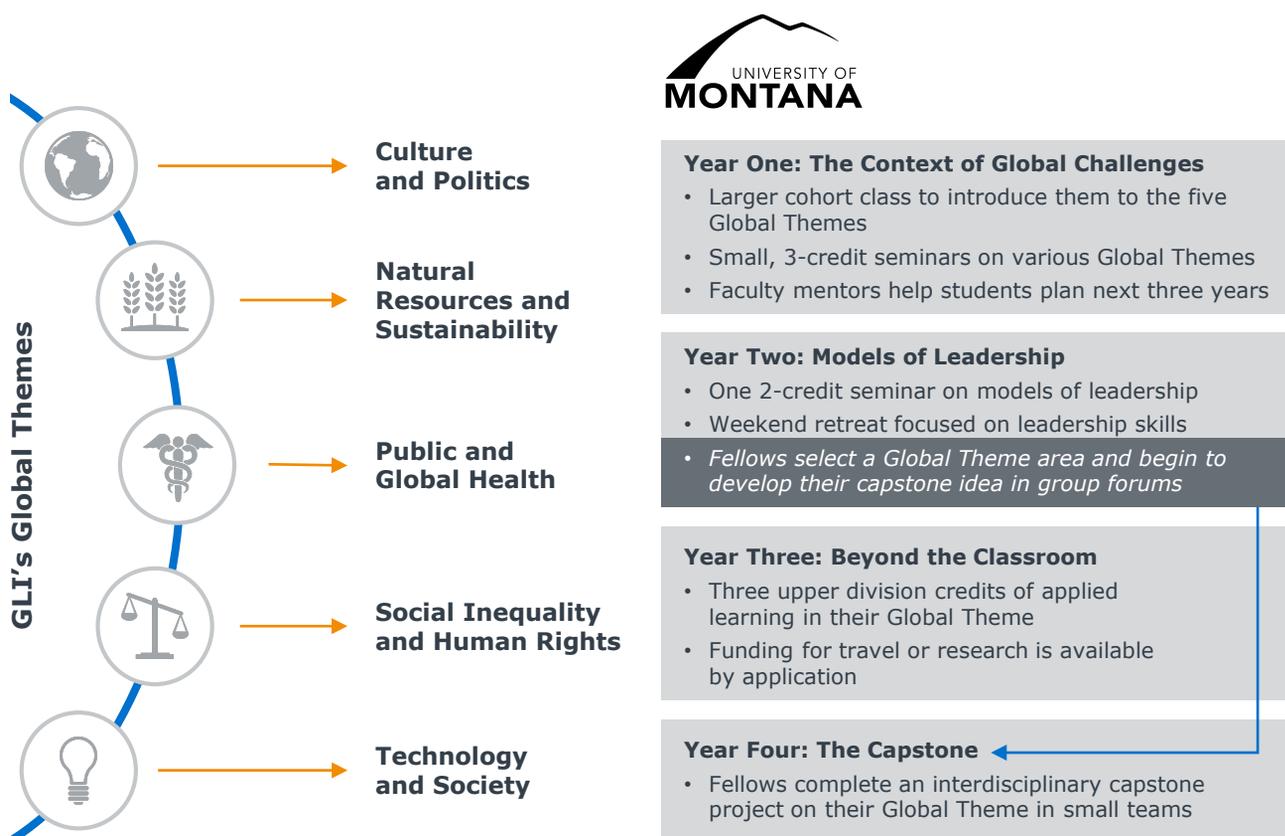
The Publishing and Editing major includes an industry practicum taught by a "Professional in Residence," a required internship in the publishing and editing industry, and a capstone project—all designed to prepare students for a career in digital publishing, marketing, public relations, arts journalism, library and information science, or media management.

Sources: Career Development Office, Susquehanna University; "Course Catalog: English – Publishing & Editing," Susquehanna University, <https://www.susqu.edu/academics/english-and-creative-writing-department-catalog/english-publishing-and-editing-major/minor-catalog>; EAB interviews and analysis.

A Problem Worth Solving

University of Montana's Global Leadership Initiative

Instead of launching professionally-oriented minors or tracks, institutions can engage students by orienting their entire academic experience around real world challenges and issues that resonate with students' personal mission-oriented goals and interests. The University of Montana's Global Leadership Initiative (GLI) is a four-year structured pathway that provides students with experiences that are easily narrated to future employers.



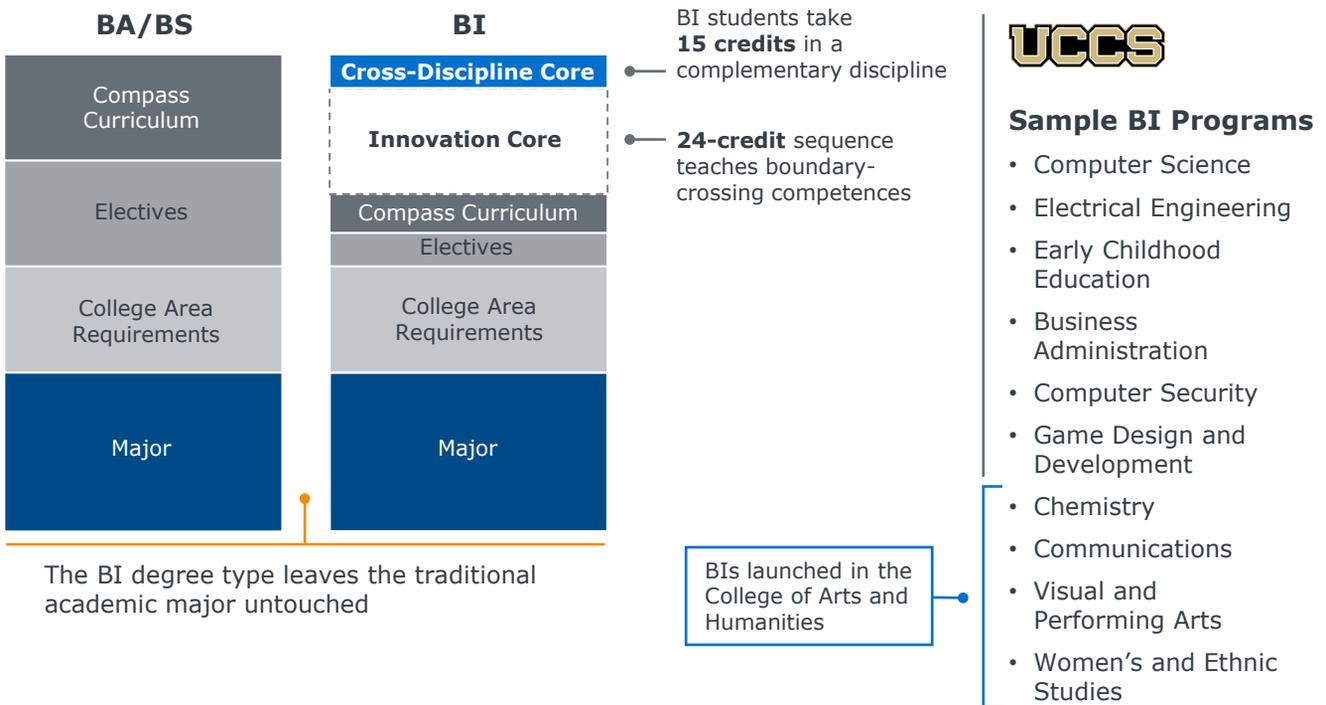
To participate in this program, students must apply prior to arriving at University of Montana. While GLI is considered prestigious and competitive, the institution uses a lottery-style application system to ensure the program is a representative cross-section of the student body.

The program begins with a series of globally-themed courses during which students map out their next three years under the guidance of faculty and academic advisors. In the second year, students declare their global challenge and take a series of "Models of Leadership" courses with several opportunities to apply their new found skills. In the third year students complete a required applied learning experience such as study abroad, an internship, service learning, or research and apply for funding to defray the travel or research expenses they expect to incur during their fourth year capstone. This capstone must address the global challenge they have focused on throughout the program.

The 'Bachelor of Innovation' Program

New Degree Model Provides a More Applied Core Curriculum

Employers have long complained about a “skills gap,” noting that job applicants often lack the right combination of soft, professional skills and technical knowledge required to do their jobs. While public debate typically focuses on the liberal arts, students in more technically focused fields also need opportunities to develop essential soft skills. Terry Boulton, a professor of computer science at the University of Colorado, Colorado Springs (UCCS) found during his time in the private sector that while entry-level computer engineers were very technically skilled, they frequently lacked the soft skills required to work on a team, engage with clients, or generate innovative solutions to problems. To address this problem Boulton helped UCCS launch the Bachelor of Innovation (BI).



The Bachelor of Innovation program is a parallel degree type. It does not replace the bachelor of arts or bachelor of science, but is offered as an alternative that students can take in a variety of disciplines ranging from the pre-professional to the liberal arts. The program replaces many of the traditional general education courses with the “Innovation Core”, a series of courses built around entrepreneurial and cross-disciplinary competencies. The BI does, however, leave major coursework untouched. This makes the BI a far more attractive option for those who wish to keep the core major intact while integrating a more professionally-oriented focus into the academic program. This feature of the BI has made it attractive to programs outside of pre-professional and technical fields, and UCCS now offers BI degrees in four majors in the College of Arts and Humanities, including Women's and Ethnic Studies where students develop the skills necessary to manage non-profit and activist organizations.

Sources: “Bachelor of Innovation Degrees,” University of Colorado, Colorado Springs, <http://innovation.uccs.edu>; EAB interviews and analysis.

Surprisingly Broad Uptake

BI Enrollment Growing Far Beyond Initial Projections

Innovation core courses are team taught and focus on ensuring that first and second year students from all disciplines receive a basic foundation in business, teamwork, and leadership skills. Allowing these courses to count towards general education requirements enables students to complete the program without adding time to degree. This has also made these courses popular general education options with non-Bachelor of Innovation students, allowing even more students to gain essential professional skills development.

Sample BI Courses

Introduction to Entrepreneurship

Designed to provide an introduction to the process of turning an idea into a successful startup business.

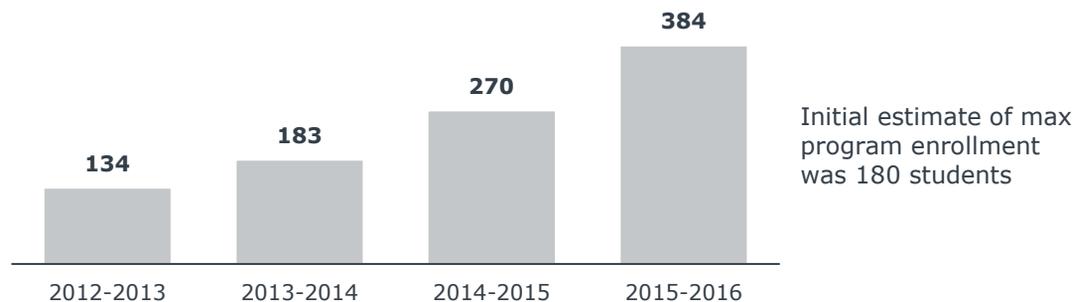
Innovation Teams

A 3-course sequence where students at different levels work in multi-disciplinary teams on real projects for external clients.

Entrepreneurship and Strategy

Bachelor of Innovation capstone course. Teams are coached in the creation of a business or the implementation of an innovation.

Students Enrolled in the Bachelor of Innovation



While UCCS initially expected the BI program enrollment peak at 180 students, the program has proven to be far more popular. In 2015-2016 enrollments hit 384 students and the program is expected to continue growing.



Expand Faculty Engagement with Experiential Learning

CHAPTER

4

- Practice 16: Cohort-Based Faculty Fellowship
- Practice 17: Community Partnership Liaisons
- Practice 18: Central Support Portal

A Means to an End

Focus Faculty Engagement on Existing Academic Priorities

Engaging faculty members in experiential learning presents a significant challenge to many institutions. Faculty members may be hesitant to incorporate experiential learning into their pedagogical repertoire because of the term's association with internships and co-ops. As valuable as these opportunities are for students, many faculty members, especially outside of pre-professional disciplines, believe they do not enhance the academic experience of their students. Those institutions that successfully engage faculty members in experiential learning refocus faculty on five themes that encompass the broad scope of experiential learning and are resonant with existing academic priorities.



Many institutions already have on-campus centers focused on one or more of these themes—centers that can help support faculty members as they develop programming and build external partnerships.

Toolkit: Experiential Learning Impact Analysis – p. 164

We have compiled an analysis of the existing research on the impact of experiential learning on student success to support efforts to generate buy-in from skeptical faculty members.

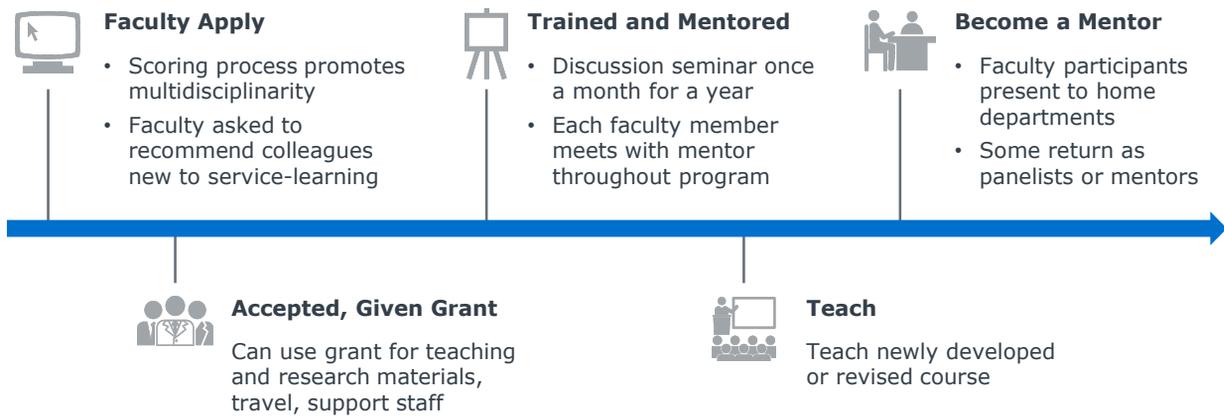
Assigning Signal Value

Encourage Faculty Participation Through Recognition and Ongoing Support

Even when faculty members recognize the positive impact of experiential learning on student success, many will hesitate to embrace it believing they lack the necessary pedagogical expertise to develop an experiential learning opportunity for students. Others will resist out of concern that their efforts will go unrecognized or unrewarded. The University of Alabama at Birmingham overcomes these concerns about expertise and recognition to engage faculty in experiential learning with a faculty fellowship.



Faculty Fellows in Engaged Scholarship



<p>10-12</p> <p>Faculty accepted each year</p>	<p>\$1,500</p> <p>Grant awarded to each participant</p>	<p>70</p> <p>High-demand courses developed or redesigned</p>
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By framing pedagogical development as a by-application fellowship UAB signals to faculty that their efforts will be valued by colleagues and academic leaders. The Faculty Fellows in Engaged Scholarship program also attracts many young faculty members who believe that the fellowship will make an appealing addition to their academic curriculum vitae. In addition, the fellowship’s mentoring program ensures that senior faculty members already engaged in experiential learning are not alienated by the new programming.

Perhaps the most important element of the fellowship for faculty engagement is the post-fellowship department presentation, where fellows present on the results of their fellowship to their home departments. This generates interest among other faculty members, in essence allowing faculty engagement to “go viral.”

Match Faculty to Community Partners

Dedicated Administrative Staff Streamline Partnership Building

The most daunting challenge facing faculty members interested in developing experiential learning opportunities is building successful, long-term community partnerships. Most faculty members are unsure what community partners will make the most sense for their discipline, let alone how to build and maintain such a partnership. The University of Alabama at Tuscaloosa leverages the staff of their Center for Ethics and Social Responsibility to support faculty members in identifying, building, and maintaining community partnerships.

Barriers to Partnership



Faculty Member

"Where would I even start to look for a community partner?"



Community Partner

"I used to host lots of students, but my contact at the university left years ago."

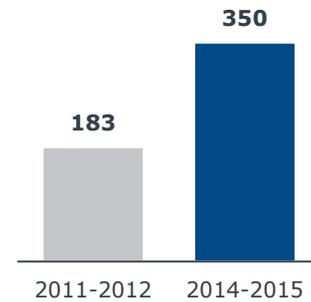
Center for Ethics and Social Responsibility



- 5-6 staff members oversee database that enables communication between stakeholders (students, faculty, partners, staff)
- Use database to match faculty with community partners
- Help faculty find funding sources

University Sees Gains in Community Partners

Growth in Number of Partnerships



170

Participating faculty members in 2014-2015

The 5-6 staff members at UA's Center for Ethics and Social Responsibility maintain a database of potential community partners. This database helps the CESR match faculty members with community partners who are best suited to supporting that specific faculty member's service-learning needs. These CESR staff manage the initial outreach to potential community partners and maintain the partnership in its earliest phases—all while establishing a pattern of partnership and logistical support that can be easily managed by the faculty members as the partnership is eventually transitioned to their management. This ensures that the very difficult work of building a community partnership does not fall solely on the shoulders of faculty members, while ensuring that a long-term faculty contact within the university can maintain the partnership long after the CESR staff members have turned over.

Sources: Black S, "Building a Service-Learning Culture," Center for Ethics and Social Responsibility, University of Alabama, 2016, <http://cesr.ua.edu/building-a-service-learning-culture/>; EAB interviews and analysis.

Ease the Logistical Burden

York University's Experiential Education Toolbox

The logistical burden of managing an off-campus community partnership is significant and most faculty members are unaware of the compliance and risk management issues entailed in working with students off-campus. This can include logistical challenges from scheduling reliable transportation for students or the compliance requirements associated with working with at-risk populations such as hospital patients or the homeless. York University supports faculty efforts with their Experiential Learning Education Toolbox which centralizes all of the required compliance and risk management paperwork, along with a list of frequently asked questions and detailed answers for faculty members.



Experiential Education Toolbox

Experiential Education (EE) is a pedagogical approach that affords students the opportunity to apply theory to a concrete experience in a manner that advances the learning objectives of a course or program.

Course Focused Experiential Education

Reflective Learning Activities

Students apply theory and course content to concrete experiences that encourage reflection and conceptualization. [Learn More](#) [Logistics](#)

Community Focused Experiential Education

Community Based Learning (CBL)

Community partners are invited into the classroom to present pre-defined problems, questions or issues to be explored and analyzed. [Learn More](#) [Logistics](#)

Community Based Research (CBR)

Students work on a research project that has been developed through collaboration between a community partner and a researcher. [Learn More](#) [Logistics](#)

A Comprehensive Resource

Covers every supported experiential learning activity

- Reflective Learning
- Community-Based Learning
- Community-Based Research
- Community Service-Learning
- Student Work
- Internships
- Co-ops

Clarifying Logistical Requirements

Each activity includes links to forms, rules, and information to reduce faculty legwork

York University Experiential Education Toolbox

<http://avptl.info.yorku.ca/experiential-education-toolbox/>

Toolkit: Experiential Learning Resource Center – p. 170

EAB has compiled a list of elements necessary for a comprehensive faculty facing experiential learning resource center, along with sample FAQs.



Lower Access Barriers to Applied Learning Outside the Classroom

CHAPTER**5**

- Practice 19: Student-Run Consulting Services
- Practice 20: In-Class, Client-Based Projects
- Practice 21: Online Mini-internship Crowdsourcing
- Practice 22: On-Campus Partner Satellite Space
- Practice 23: Student Worker Professional Development
- Practice 24: On-Campus Internship
- Practice 25: Enterprise Co-op Program
- Practice 26: Interdisciplinary Project Incubator
- Practice 27: Career Readiness Bridge Program

An Uneven Playing Field

Abundant Challenges to Engaging All Students in Experiential Learning

Even institutions that have been the most successful with experiential learning struggle to guarantee an opportunity to every student. Institutions with internship requirements often worry a dearth of internships could impact graduation time and institutions in rural areas often face a lack of employers in the area capable of hosting their students. Even with adequate employer capacity, many populations of students are unable to avail themselves of existing experiential learning.



Insufficient Local Capacity

*Few Community Partners
in Immediate Area*

Economics major wants to work in finance but her institution is located in a rural area with few potential finance partners



Resource Constraints

*Students Lack Time and/or
Funds to Take Part*

Sophomore with full course load cannot leave campus to work at a part-time, unsalaried internship



Risk Aversion

*Entrepreneurship Requires
Significant Personal Investment*

Potential Mark Zuckerberg has a brilliant start-up idea but too much existing debt to finance a new business



Lack of Network

*URM and First-Gen Students
Have Fewer Industry Contacts*

First generation student wants an internship in sports medicine but has no existing personal connections to the field



Reputational Risk

*Experience Necessary to
Represent the University Well*

Junior unprepared to work in an office environment could risk new relationship with a local employer

Students that face resource constraints often cannot to take time away from a job to participate in an unpaid professional development experience. Or they may have difficulty finding a placement due to a lack of the same type of professional network from which their wealthier peers often benefit. Entrepreneurship, an increasingly popular experiential learning opportunity, is also typically out of reach to lower income students due to the financial risk involved. These students stand to benefit even more from professional development than their more affluent peers, and yet typical career development practices often exclude their participation.

Help Me Help You

Full-Fledged Internships Often Prohibitively Difficult to Scale

Developing internships is not only time intensive for university career services staff; sponsor companies and organizations too must dedicate significant amounts of time and resources to create adequate internship opportunities. According to NACE guidelines an intern's host must provide training while deriving no immediate advantage from the intern's activities. This means that regardless of the number of employers that could leverage intern labor, many, especially smaller local businesses, will not have the capacity to provide all of the training necessary for the internship to be a valuable experience for students.



Local Employers

- ✓ In need of entry-level services
- ✗ No teaching capacity



The University

- ✓ In need of real-world projects for students
- ✗ Plenty of teaching capacity



NACE Position Statement: U.S. Internships

- The internship experience is for the benefit of the student
- The employer provides the training and **derives no immediate advantage from the activities of the intern**
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience

Lowering the Lift for External Partners

Augustana College’s EDGE Center

Augustana College addressed this lack of local employer capacity by creating the EDGE¹ Center. The EDGE Center is an on-campus web-design service that currently completes projects for 220 local employers. These local employers do have projects that could be completed by interns but they lack the capacity to provide students with onsite training. The EDGE Center allows Augustana to leverage the external partners’ demand and combine it with the expertise and teaching capabilities already present on campus.



Augustana College

A private not-for-profit institution of ≈2,500 students; located in a small city, Rock Island, IL

Program Beginnings

A student group begins to provide web design services to the community; the career center adopts the program and locates additional support through small grants

Student Type

Students from any major may join the program regardless of prior skill set; previous presidents have been biology and philosophy majors

The EDGE Center

220

Local employers using EDGE services



Offer web-design, e-commerce, publication relations, and creative services



Clients pay a small fee that supports program overhead



All skills necessary for client projects (e.g., web development, Photoshop, coding) are taught by faculty experts

Impact Highlights

"Our goal is to turn as many students as possible into 'dual threats'—employees who can work on both the design and coding aspects of web development."



All students develop a portfolio of their web and graphic design projects

Sample Clients



Started as a small student group that offered web design services to the community, the EDGE Center is now run by the career center and supported by small grants. Students are taught the technical skills required to complete their projects allowing students of any discipline to participate. Clients are drawn to the center for its low fees and the faculty’s involvement in final projects. The students leave the EDGE Center with practical experience working for a client, new professional skills, and a portfolio of their web and graphic design projects.

1) Entrepreneurial Development through Guided Experiences.

Client-Sourced Coursework

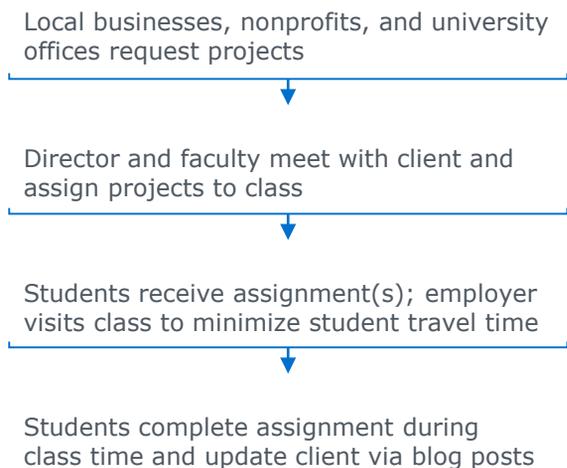
Clemson Builds an Employer Visit and Project into Course Time

Clemson University also leverages local employer demand to increase experiential learning opportunities for students. Clemson, however, increases accessibility for students by incorporating the employer-proposed projects directly into courses thereby eliminating the need for students to devote extracurricular time. A director-level staff member dedicated to the program, sources ideas for projects from small local businesses, non-profits, and university departments. The director and faculty assign the projects out to a variety of class sections and request that the employer visit one of the first class sessions.

Practical Experience for Overcommitted Students



Client-Based Projects



Commonly Requested Projects

2003–Present



Technical and Training Manuals



Media Strategy and Marketing Collateral



Educational Videos

12 Years of Impact

1,006

Projects completed for 176 clients

4,361

Participating students

Students are given enough time to complete the majority of their project during class time as Clemson recognizes many may not be able to visit the employer site or dedicate extracurricular time to the employer project due to other commitments. Clients are kept updated via a class blog and the final project is completed with faculty feedback. Students leave these classes with tangible projects to demonstrate their skills to potential future employers and employers receive a high quality project for free. Although at Clemson the program is exclusive to business writing courses, this format could be applied to a wide variety of departments. Clemson notes that many of their clients return annually for student projects and excess demand has forced them turn away prospective clients each year.

An Opportunity for Exponential Scalability

UVA Professor Leverages Partnerships to Match Students and Partners

Institutions struggling to meet student demand for internships, often those outside of major cities, can leverage the crowdsourcing power of the internet to surface real-world projects for their students to undertake. The University of Virginia's Darden School of Business partnered with the digital learning platform Coursolve to offer short-term, online internships at scale.

Internships Critical, but Difficult to Scale

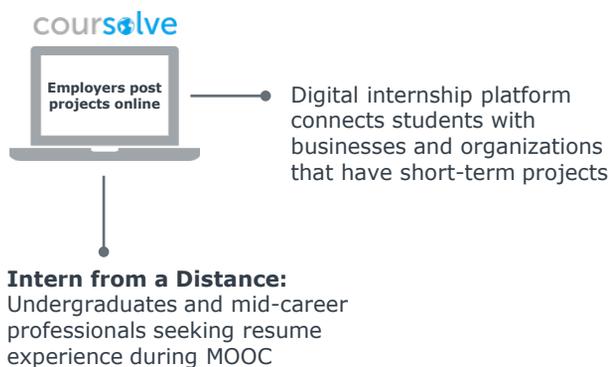
Student Challenges

- × Life and work commitments
- × Relevant opportunities geographically infeasible

University Challenges

- × Time commitment required to manage employer relationships
- × Academic and administrative infrastructure to link cocurricular to curricular

Digital Internships: Crowdsourcing Employer Problems to Learners



1

Learning modules teach workplace skills via Coursolve, Coursera

2

Optional short-term, collaborative projects paired with relevant learning modules

3

Students select discrete tasks they'd like to work on, gain real-world experience

These virtual, mini-internships are collaborative projects that companies post online and students complete on a short-term basis, with Coursolve facilitating the connection between companies and the students. At the University of Virginia, a business professor piloted these internships as a part of a popular Coursera MOOC, Foundations of Business Strategy, and called them MOOIs (Massive Open Online Internships).

For these MOOIs, four hundred students were asked to work in teams to provide strategic analyses of different companies. Students evaluated the competitive landscape for their assigned company and made recommendations about how companies could adapt their business model to changing external forces. While this activity was well-suited to a business school, Coursolve's ability to match students to company projects online offers a prototype for any program looking to expand access to real world experiences for large numbers of students.

Sources: "UVA Darden School and Coursolve Partner to Provide Digital Internships," University of Virginia Darden School of Business, January 7, 2015, <http://www.darden.virginia.edu/news/2015/uva-darden-school-and-coursolve-partner-to-provide-digital-internships/>; EAB interviews and analysis.

Meet Them Where You Are

U of Cincinnati Rents Campus Office Space to Partner Organization

Even if there are local employers with intern capacity, many students still find the commute to be a significant barrier to internship and co-op participation. Reliable, affordable transportation is out of reach for many, and the time it would take to commute off-site may conflict with students' academic schedules—posing a potential threat to timely completion.



← 15 miles →



University of Cincinnati

- ✗ Demand for internships is greater than supply
- ✗ Students cannot access internships due to full course schedule
- ✗ Students lack mode of transport to down town businesses

Cincinnati Insurance

- ✗ Demand for local UC students as part-time workers
- ✗ Seeking pipeline for better trained entry-level, full-time staff

Cincinnati Insurance Rents Space On-Campus to Access Students

- On-campus space allows students to work flexible, drop-in hours
- Students receive full-time training over the summer and work 20 hours/week during the school year
- Cincinnati Insurance hired 6 of their first 20 interns post-graduation

The University of Cincinnati partnered with Cincinnati Insurance and other local employers to bring opportunities onto campus to eliminate this potential participation barrier. Cincinnati Insurance rents office space directly on campus and employs students part-time on a very flexible schedule. The students receive training during the summer and paid experience during the year. The program is fast becoming a pipeline for post-graduation employment, and six of first twenty interns were hired by Cincinnati Insurance upon graduation.

Sources: "The Cincinnati Insurance Company Testing Center Opens at the University of Cincinnati," The University of Cincinnati Foundation, https://www.uc.edu/foundation/news_events/press_releases/cincinnati_insurance.html; EAB interviews and analysis.

Enriching Part-Time Work

Turn Jobs of Necessity into Valuable Opportunities

Prior work commitments (e.g., work-study, on-campus jobs) can also pose a barrier to participation in professional development. Although most students see on-campus jobs as merely opportunities to make money, Ryerson University saw greater untapped potential. Through the 'Career Boost' program, Ryerson turned these work experiences into valuable preparation for students' careers by developing learning outcomes and then aligning on-campus job responsibilities.



Setting the Tone for Learning

“This whole system is designed to help students understand that their on-campus job—even with occasional mundanity—is actually directly related to their employability after graduation. The learning domains, and this exercise, help students practice to articulate their skills to prospective employers.”

*John Austin, Executive Director of Student Affairs
Ryerson University*

Ryerson embarked on this initiative after recognizing low productivity and engagement among student employees in some departments; within these identified departments they piloted a process to rewrite student job descriptions to incorporate more rigorous learning outcomes. First, staff established the ten most essential skills for student employees by researching student development theory, higher education standards, and employer surveys.¹ Career Centre staff then met with each college’s supervisors to explain the skills and help map them to existing job descriptions, or if necessary, write new job descriptions. Student employers have found that the program improves punctuality, overall professionalism, productivity, and the quality of student employee work.

1) See: Chickering and Reiser; Council for the Advancement of Standards in Higher Education learning and development outcomes; Conference Board of Canada’s Employability Skills 2000+.

Engage New Stakeholders in Experiential Learning

Support Administrators Assuming Responsibility for On-Campus Internships

With provostial approval, Ryerson was able to mandate that all work-study positions be evaluated and upgraded through this process. But as the program expanded and the number of affected on-campus jobs increased, they needed to create buy-in from the greater numbers of staff now tasked with student employee supervision.

Although the program does require more involvement from supervisors, Ryerson's Career Centre decreased the burden by providing the Career Checkpoint collection of tools and templates to guide structured career development conversations with student employees. Many supervisors are new to student staff management and the tools help supervisors and students identify learning opportunities that will guide the student toward their career goals.

'Career Boost' Provides Structure to Upskill an On-Campus Job



Learning Outcomes for all On-Campus Jobs

- List the competencies employers seek in recent graduates
- Align job responsibilities with desired learning outcomes
- Ensure students can articulate their accomplishments



Professional Skills Orientation

- "Induction Day" developed in response to employer surveys
- All students attend one day session on professional etiquette, diversity, and career planning
- Orientation prepares students to reflect on their intended learning outcomes



Career Reflection Tools for Supervisors and Employees

- Templates to create career development plans for employees
- Structured professional development conversations with supervisors centered on learning outcomes
- Removes any extra burden supervisors might encounter from participating in Career Boost

In response to employer feedback, Ryerson also recently developed a "Cross-Campus Induction Day," an orientation that guarantees all student workers start with a strong understanding of appropriate office behavior, diversity and inclusion initiatives, and how their on-campus job will prepare them for their future career.

The program has expanded greatly since 1996 creating over 950 on-campus jobs in the 2015-2016 school year and adding student staff to offices all over campus. For example, Career Boost's 2016 rebranding was led by a Career Boost student studying Creative Industries who developed the new marketing campaign as part of her on-campus job with the Career Centre.

Sample Job Description of Campus Boost Job

Digital Communications Assistant

- Was this job created for the Career Boost Program? **Yes**
- Does this position provide the student with experiential learning opportunities? **Yes**
- Is this position for assisting with class/curriculum preparation, marking teaching assistant responsibilities? **No**
- Does this position replace or subsidize an existing position? **No**
- Is this an Academic Research Assistant position? **No**

Position Description

The successful candidate will coordinate and assess RU Student Life's measurements of success surrounding branding, statistics, reach, while also maintaining an active presence on RU Student Life's networks. They will oversee the maintenance of and dissemination of content for RU Student Life's various social media networks and websites, as well as contribute to strategy building for the Ryerson SA brands, assisting with the planning and implementation of an innovative digital Orientation experience. They must be obsessed with social media, resourceful, and comfortable trying new things. They will play a pivotal role in maintaining Ryerson Central Orientation social media presence, voice, and engagement by curating, posting, and soliciting new content, daily. They must be highly creative, self-motivated, and capable of functioning independently as well as in a team. It is necessary for the Digital Communications Assistant to possess strong organizational, research, and communication skills, a solid understanding of Ryerson, and they must also understand how the values of Equity, Diversity, and Inclusion have an impact on marketing efforts, Orientation Week, and student leadership development. They must be willing to commit their efforts to the enhancement of all Orientation programming to support the transition of new students at Ryerson.

Major Responsibilities

- Social Media is 24/7. Be available at a wide variety of times, including some weekends and evenings.
- Possess strong organizational, communication, time-management and multi-tasking skills.
- Understand your respective medium and post medium-specific content.
- Be able to work independently, but thrive in a team environment.
- Be creative and have the ability to troubleshoot issues in a fast-paced setting.
- Be a self-starter that is full of creative ideas and is not afraid to take initiative.
- Must understand the Ryerson experience and be engaged in life on campus.
- Must have extensive knowledge of social media platforms.
- Must be an active Twitter, Instagram, and Facebook user.
- Experience in using some tertiary networks is ideal (i.e. Tumblr, Snapchat, etc.).
- Create and maintain a vibrant digital community at Ryerson.
- Maintain and monitor your respective RU Student Life social networks (i.e. Facebook, Twitter, Instagram, Snapchat, Vine, Tumblr, etc.).
- Assist the rest of the RU Student Life team and the Ryerson SA departments in getting the word out about their work.
- Keep detailed metrics and submit monthly statistics reports to supervisor.
- Foster and maintain professional partnerships with other departments and external stakeholders including sponsors.

Sample Job Description of Campus Boost Job (cont.)

Skills Required

Fundamental Skills

- Good oral communication
- Good written communication
- Problem solving and thinking
- Technical skills

Personal Management Skills

- Being responsible and accountable
- Goal setting
- Positive attitude and behaviors
- Task initiative
- Time management

Teamwork Skills

- Contribute to team goals
- Event and project planning
- Respect differences
- Work well with others

Technical or Software Skills

- Extensive knowledge of social media platforms including Twitter, Facebook, Instagram, Snapchat, Tumblr
- Basic knowledge of analytic tools including Google Analytics
- Adobe Suite, Wordpress, Photography and Video expertise are an asset

Learning Outcomes

Data and Analysis: Use a range of methods and tools to collect and analyze data.

The student will know how to use Google Analytics and other tools to assess the performance of RU Student Life and other brands' social media networks, gaining insights based on the metrics and offering suggestions for improvement.

Equity, Diversity, and Inclusion: Understands and applies EDI principles in the workplace.

The student will know how to integrate the principles of EDI into their work including attention to use of language in social media content and assessment of ways to reach diverse audiences.

Project Management: Learn to prioritize and manage multiple tasks.

The student will learn how to coordinate and prioritize multiple tasks on various projects.

Teamwork and Collaboration: Gain experience working as part of a team.

The student will learn how to work within a team working towards the same goals, by being a part of the RU Student Life training, the Orientation team training and planning process, as well as by working with other students and staff on campus.

Method of Application

- Email

Application Materials Required

- Career Boost Approval Email (Mandatory)
- Resume
- Cover Letter
- Social Media networks

The University as Employer

Western Oregon University's Community Internship Program

Beyond traditional student employment, colleges and universities are also able to offer substantive, paid internships on campus—providing dozens of new experiential learning opportunities to students who may be place-bound or unable to find external openings. The Service Learning and Career Development Office at Western Oregon University (WOU) has partnered with administrative units and departments to develop paid, on-campus internships complete with learning outcomes, assessment, and reflection free of charge to the partner unit.

Typical Internship Components Also Exist on Campus



- Position within a functioning business
- Reporting line to a professional with expertise in the field
- Assignments target field-specific learning outcomes
- Skills developed are transferable to other organizations or companies
- Access to resources and facilities necessary for learning outcomes

Department Provide Interns, Career Development Provides the Funds

32

Number of internships developed on campus

\$1,000

Interns are paid \$10/hour, 10 hours/week for 10 weeks

WOU Registrar Data Analyst Internship Proposal



Purpose of the Internship: To support the function of the Office of the Registrar in the area of catalog curriculum.

Learning Objectives: Gain a strong understanding of how a large scale database works, the interrelated tables, and the importance of quality and complete data in such a system.

Responsibilities: Analyzing data, recommending actions, and inputting complete accurate data into the Banner student information system. The intern will have set up the system so that we can port curricular data and html tags from the Banner database to web pages and printed materials.

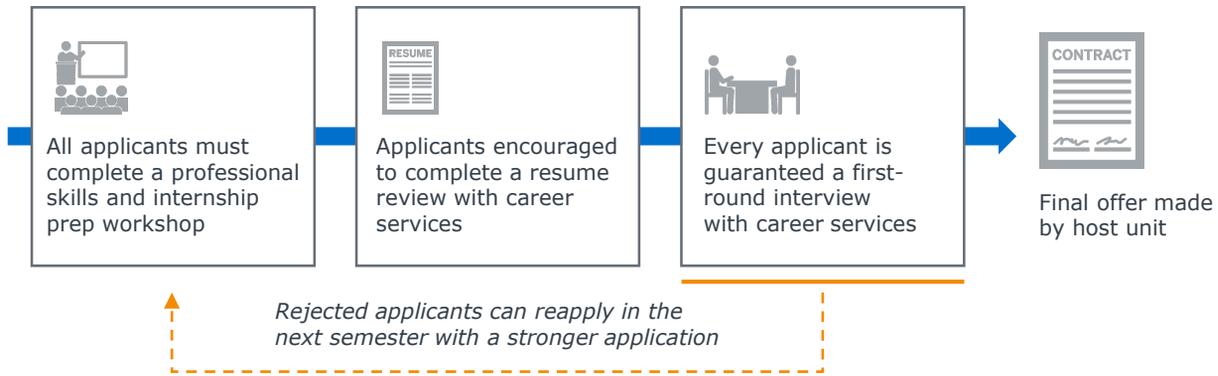
WOU offers 32 competitive internships through the "Community Internship Program," or WOU CIP, at a cost to the institution of \$1,000 per student (interns are paid \$10 per hour, for 10 hours per week, over a 10-week period). They work in a variety of campus units, which are required to detail learning objectives, job responsibilities, and relevant assignments in proposals to the Service Learning and Career Development Office.

If at First You Don't Succeed

Internship Applicants Receive Career Development Regardless of Outcome

Applicants to Western Oregon's on-campus internship program must complete a pre-professional skills and internship prep workshop and they are encouraged to complete a resume review with career services staff. In addition, every applicant gets a first-round interview. So while only 32 students received internships in 2016, 110 students received structured career development, and will be stronger applicants during next year's interview process and their post-graduate career search.

WOU Community Internship Application Process



32

Students received on-campus internships in 2016

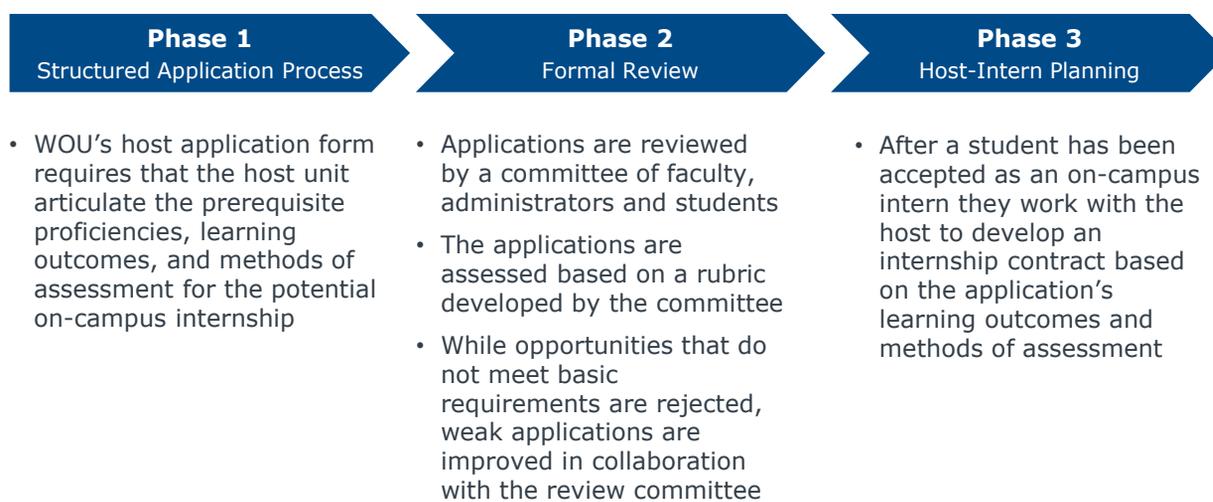
110

Students received career development as part of this program in 2016

Building On-Campus Internship Equivalents

WOU's Three-Phase Submission Process Improves and Ensures Rigor

Western Oregon ensures that these on-campus internship experiences are high quality through their rigorous application review process. Host units apply using a standardized form that requires them to articulate prerequisite proficiencies, intern assignments, learning outcomes, and methods for assessing those learning outcomes. Applications to host an intern are reviewed by a committee of faculty members, administrators, and students based on a rubric the committee developed in-house.



Very few applications are outright rejected. More often, the committee works with potential hosting units to improve weak applications, increasing the responsibilities of the student or alignment of assignments with learning objectives, in order to get them approved.

Finally, when a student is about to begin their on-campus internship they meet with their new supervisor to develop an internship contract based on the learning outcomes and assessment methods articulated in the application. This aligns intern expectations with those of the employing unit and primes them to reflect on the targeted learning objectives throughout the experience.

On-Campus Internship Proposal

WOU's Application Outlines Learning Objectives and Student Responsibilities

Name of Department: _____

Department Description: _____

Internship Position Title: _____

Please describe the supervisor's availability and willingness to supervise interns: _____

Learning Objectives:

Learning objectives ideally contain three parts:

1. A measurable verb
2. The important condition (if any) under which the performance is to occur
3. The criterion of acceptable performance

For example: *Intern will develop and improve professional verbal and written communication skills.*

Domains of learning objectives include:

- Knowledge
- Analysis
- Comprehension
- Synthesis
- Application
- Evaluation

- _____
- _____
- _____

Learning Activities:

The proposal must include a description of learning activities (job duties) that will allow the student to accomplish defined learning objectives. This includes, but is not limited to, inclusion and description of:

- Projects
- Data/statistical analysis
- Research
- Observations and shadowing
- Report writing
- Communicating with specific populations, groups, or individuals

For example: *Preparation of and understanding of laboratory equipment and reagents that will be used during the lab.*

- _____
- _____
- _____

On-Campus Internship Proposal (cont.)

Roles, Responsibilities, and Duties of Intern:

For example: Research and write two to three news stories about the College of Liberal Arts and Sciences' activities each month

- _____
- _____
- _____

Experience and Qualifications (Knowledge/Skills/Abilities):

For example: Skills in graphic design

- _____
- _____
- _____

Major(s)/Minor(s) Desired:

- _____
- _____
- _____

Internship Proposal Rubric

Western Oregon's Evaluation Criteria for Internship Proposals

	3 High Quality <i>Exceeds requirements</i>	2 Acceptable <i>Meets Requirements</i>	1 Unacceptable <i>Does Not Meet Requirements</i>
Learning Objectives	<p>Internship provides learning objectives in specific and measurable terms that describe what the learner will know or be able to do as a result of engaging in the learning activities.</p> <p>Internship describes how learning will be accomplished and what results should look like.</p>	<p>Internship provides acceptable statements in specific and measurable terms that describe what the learner will know or be able to do as a result of engaging in the learning activities.</p> <p>Internship describes how learning will be accomplished.</p>	<p>Internship does not contain statements in specific and measurable terms that describe what the learner will know or be able to do as a result of engaging in the learning activities.</p> <p>Internship does not describe how learning will be accomplished.</p>
Learning Activities	<p>Internship includes a strong and clear description of learning activities (job duties) that will allow the student to accomplish defined learning objectives.</p>	<p>Internship includes a description of a learning activity (job duty) that will allow the student to accomplish defined learning objectives.</p>	<p>Internship lacks a clear description of learning activities (job duties) that will allow the student to accomplish defined learning objectives.</p>
Roles and Responsibilities	<p>Internship provides clear and strong examples of intern's responsibilities.</p>	<p>Internship provides an overview of responsibilities that are somewhat descriptive.</p>	<p>Internship lacks clear examples, or lists somewhat vague, responsibilities.</p>
Quality of Supervision	<p>Supervisor provides regular meetings with intern each week.</p> <p>Supervisor is interested in ongoing feedback and mentorship.</p> <p>Supervisor will be available for intern for more than 50% of the internship.</p>	<p>Supervisor will provide regular meetings with intern each week.</p> <p>Supervisor will be available for intern for at least 50% of the internship.</p>	<p>Supervisor does not indicate availability to provide ongoing supervision or regular meetings with intern.</p> <p>Supervisor is not able to provide at least 50% of time dedicated to supervision.</p>

Internship Proposal Scorecard

Committee Member Name	Learning Objectives	Learning Activities	Roles and Responsibilities	Quality of Supervision	Notes	Total
<i>John Smith</i>	3	2	2	3	<i>Three of the assignments do not align with the stated learning objectives.</i>	<i>10/12</i>

Reduce the Start-Up Risk of Entrepreneurship

University of Waterloo's Enterprise Co-op

Entrepreneurship and start-up development are a common part of the Millennial narrative. Unfortunately, participation is limited by the financial risk involved. Students facing significant levels of student debt are unlikely to see entrepreneurship as a viable option, even if they do have a strong interest or promising idea. The University of Waterloo, however, offers an "Enterprise Co-Op" that allows students to develop an entrepreneurial venture within the safe and funded environment.



Enterprise Co-op Timeline

- 1 Student from any major develops a business idea and applies
- 2 Choose or be matched with a **faculty or professional mentor; develop learning outcomes for the semester**
- 3 Enroll in optional **course Foundations of Venture Creation to supplement mentor guidance**
- 4 Apply for grant funding or accelerator programs
- 5 Evaluated on elements like leadership, problem solving, organization, communication
- 5 Enroll in **optional follow-up courses (e.g., Growing Early Stage Ventures)**

Enhances Entrepreneurship with Learning



Accountability for learning outcomes



Dedicated expert mentor



Simultaneous course focuses learning and entrepreneurial activity



The Myth of the Millennial Entrepreneur

"There is also some evidence that young people's appetite for risk-taking has declined at the same time that their student debt has grown. More than 40 percent of 25-to-34-year old Americans said a fear of failure kept them from starting a company in 2014; in 2001, just 24 percent said so."

Derek Thompson, The Atlantic

Students from all disciplines are invited to submit an entrepreneurial idea. If accepted, they are matched with a faculty member who provides guidance and structure throughout the semester. Students have access to university facilities, a concurrent entrepreneurship course, and grant funding by application. The university support lowers the risk of developing a start-up and ensures that, even in failure, the student will have met a series of valuable, career-oriented learning objectives.

Sources: "Enterprise Co-Op," University of Waterloo, <https://uwaterloo.ca/conrad-business-entrepreneurship-technology/undergraduate-students/enterprise-co-op>; Thompson D, "The Myth of the Millennial Entrepreneur," *The Atlantic*, July 6, 2016, <http://www.theatlantic.com/business/archive/2016/07/the-myth-of-the-millennial-entrepreneur/490058/>; EAB interviews and analysis.

Broaden the Participant Base

Ryerson University’s Zone Learning Initiative

Entrepreneurial career development can be very attractive to students, but participation tends to cluster around a few disciplines—business, engineering, computer science. Ryerson University broadened interest by structuring entrepreneurial experiential learning around ten zones, or business incubators. These zones are focused on atypical industries, and are multidisciplinary in nature. For example, the Legal Innovation Zone has developed a technology to improve lawyers’ ability to track their billable hours.



Biomedical Zone	Launch Zone	iBoost Zone	Digital Media Zone	Fashion Zone
Centre for Urban Energy	SocialVentures Zone	Transmedia Zone	Design Fabrication Zone	Legal Innovation Zone

Ensuring Multidisciplinary, Support, and Quality



Discipline-agnostic

10 zones covering numerous industries, applications open to all students



Faculty and industry expert guides

One-on-one “idea consultation” mentoring sessions provided by on- and off-campus experts



Optional Zone Learning specialization

- Students must complete 4 semesters in a learning zone and a learning zone course
- Specialization is noted on transcripts

A Glimpse at Impact

Partnership agreements

19 active start-ups

35+ entrepreneurs

Students may apply to join a zone regardless of their major. They enroll in a course designed to guide the entrepreneurial experience and work with faculty and industry experts over the course of four semesters—a track which results in a special transcript note. The program partners with local corporations, but also generates its own start-ups. The zones offer students from engineering to sociology opportunities to see the relevance of their disciplines in the real world and develop social and business ventures in a low-risk environment.

Sources: “Legal Innovation Zone,” Ryerson University, www.legalinnovationzone.ca/about-us; “Zone Learning,” Ryerson University, www.ryerson.ca/zonelearning/; EAB interviews and analysis.

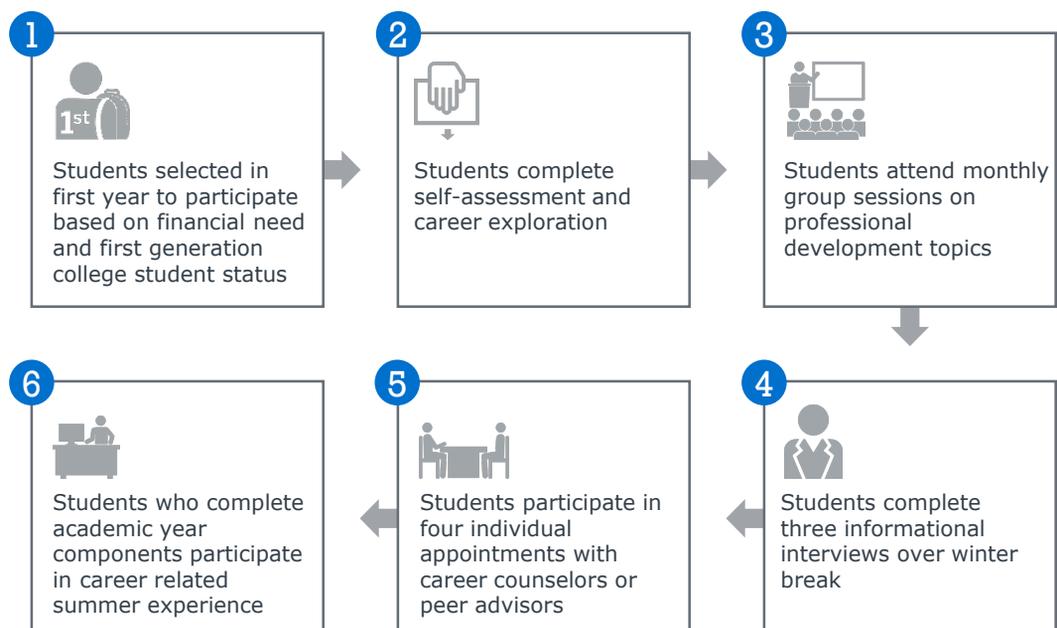
Getting a Head Start

Hamilton College's 'First Year Forward' Program

Hamilton has built a formal structure to encourage low-income and first generation students to begin the career exploration process early. Participation in First Year Forward is incentivized by the promise of small group instruction and an institution-funded, career-related experience over the following summer if they complete all required program components.

Hamilton

Year-Long Career Development Initiative



More affluent students benefit significantly from modeling the professional skills of their family and community members. First Year Forward aims to help students that may lack that environmental support to build confidence in areas like interviewing, networking, and employer outreach.

Students that are selected complete a self-evaluation of career interests to begin assessing their potential future path and its alignment with their academic choices. They receive monthly professional development training and individual career services support preparing them to conduct mandatory informational interviews, first with upperclassmen further along in their career exploration process and then with working professionals.

Gaining Experience and Building a Network

First Year Forward's Career Related Summer Experience Component

Once the students complete all of the First Year Forward program requirements (e.g., informational interviews, networking sessions), they are eligible for \$2,000 to fund their summer career-related experience. The experience can be an internship or a combination of career exploration opportunities that total 150 hours. The funding allows students who would not have otherwise been able to afford to complete an unpaid internship to spend their summer exploring their future career.

Enhancing Professional Preparation

150

Hours of career-related experience required to fulfill the requirement

\$2,000

Stipend offered to students who complete required hours

90%

Of students in the program complete the Career Related Summer Experience

Career-Related Summer Experience

- Students complete any combination of career exploration experiences totaling 150 hours
- Students receive a stipend to enable participation
- Available to students who complete all academic year program requirements
- Placements have included: Teach for America, Harvard Museum of Natural History, Red Cross, and a Congressional Office

Providing a Valuable Alternative

“If it wouldn't have been for FYF, I am 98% certain I would have just kept working in retail. I work there part-time over breaks, so I would have just given them open availability, worked there and probably not done much else.”

*First Year Forward Participant,
Hamilton College*

Bridging the Experiential Achievement Gap

San Jose State Partnership Targets At-Risk Students

San Jose State University has partnered with the non-profit Braven to help scale professional development initiatives for at-risk students. Students are assigned to a volunteer mentor and participate in a weekly, for-credit, problem-based course that explores real-world problems and teaches professional skills. The course is supplemented by one-on-one meetings with the mentors who often leverage their own network for the benefit of their students, many of whom do not have the same access to professional networks that their peers have.



- 1 Academic and Career Development Course**
 - Weekly, for-credit problem-based course develops business skills (e.g., project planning)
 - Mentors can teach in-person or virtually
- 2 Targeted Professional Mentorship**
 - Volunteer professionals meet one-on-one with students twice per semester
- 3 Access to a Professional Network**
 - Mentors connect students to opportunities and their industry contacts

Braven Increases Student Success and Engagement



Participating students are more likely to graduate



Likelihood that Braven students will participate in an internship compared to non-Braven students



“The unemployment rates of black and Hispanic college graduates remain much more elevated than those of whites. This suggests **other factors may be in play, such as discrimination or unequal access to the informal professional networks that often lead to job opportunities.**”

The Class of 2015, Economic Policy Institute

Students that participate in Braven at San Jose State have benefitted significantly from the personalized coaching and networking support. They are twice as likely to participate in an internship as non-Braven students at San Jose State. Even when compared to more privileged students nationwide, (i.e., non-first generation students at private institutions) Braven students obtain internships at a rate three percentage points higher.

Interestingly, the program not only markets itself as a professional development experience for at-risk undergraduates, but also for its young professional mentors. They see the volunteer experience as an opportunity to develop coaching skills and demonstrate management potential to their employers.

Sources: Braven, <https://bebraven.org/>; Davis A, Kimball W, et. al, “The Class of 2015,” Economic Policy Institute, May 27, 2015, <http://www.epi.org/files/2015/the-class-of-2015-revised.pdf>; Emanuel G, “These Graduates Beat the Odds, Now They Need a Job,” NPR, June 17, 2016, <http://www.npr.org/sections/ed/2016/06/17/482036126/making-the-jump-from-education-to-employment>; EAB interviews and analysis.



Engage Graduate Students in Career Development

CHAPTER

6

- Practice 28: Graduate Student Pathway Planning Tool
- Practice 29: Graduate Student-Specific Career Advisors
- Practice 30: Gamified Research Articulation Exercise
- Practice 31: Business School-Led Transferable Skills Workshop
- Practice 32: Non-teaching Graduate Assistantship
- Practice 33: Graduate Student-Specific Reflection Framework
- Practice 34: Subsidized Professional Development Certificate

Highly Engaged, but Difficult to Reach

Graduate Students Rarely Seek Support from Career Services

Graduate students in general, and doctoral students in particular, often avoid or bypass traditional career services programming despite being highly-engaged at their institutions, with their academic work, and with their faculty mentors. Unlike some undergraduate student populations, graduate students are frequently narrowly focused on a particular professional trajectory and may assume that centrally-provisioned support would not pertain directly to their goals.

Typical Low-Utilizers

**Under-Represented
Minority Students**

Graduate Students

**Students from Low
Socioeconomic
Backgrounds**

**First-Generation
Students**

Graduate students are...



Interested in professional development

Graduate students actively seek out professional development opportunities for academic careers.



Deeply engaged with professional mentors

Graduate students look to faculty members as models of professional behavior.



Following well-aligned academic and professional pathways

There is an innate and obvious link between a graduate student's academic and professional goals.

... But they underutilize traditional career development opportunities.

And Never the Twain Shall Meet

Many Graduate Students Treat Non-academic Careers as a Lesser Outcome

Graduate students may display significant interest in professional development opportunities, but are often only interested in pursuing those opportunities that will support an academic job search. This is in part because most graduate students, especially in the humanities, are confident that they will get a high-quality tenure track position after graduating. Graduate advisors also play a role in shaping this student aversion to non-academic career development by failing to alert students to, or counseling them away from, non-academic professional development opportunities, which are viewed as distractions from research and teaching responsibilities.

Academic Professional Development

- Mock Job Talks
- Publishing Articles
- Developing Teaching Experience
- Grant Writing Workshops



Desirable Outcomes

Tenure Track Faculty Position

74.3%

Of Humanities graduate students¹ expect to find a tenure-track position

Non-academic Professional Development

- Resume Workshops
- Mock Interviews
- Professional Writing Samples
- Non-Teaching Experiential Learning



Undesirable Outcomes

Non-academic Career

60.6%

Of PhDs² employed outside of Academia

38.6%

Of PhDs³ lack jobs or post-doc commitments at graduation

That said, most graduate students eventually take careers outside of the professoriate. They do so without availing themselves of the professional development opportunities available on campus, even though most of these opportunities mirror programs they readily engage in while preparing for academic careers. While the number of PhD students who find non-academic careers without professional development is cause for optimism, the number that take significant time to find such employment is more sobering—with nearly 40% of PhDs graduating without job commitments or post-doctoral fellowships.

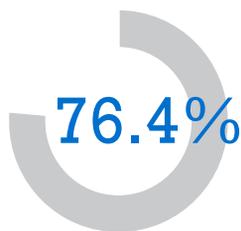
Sources: Laurence D, "Our PhD Employment Problem," Modern Language Association Office of Research, February 26, 2014, <https://mlaresearch.mla.hcommons.org/2014/02/26/our-phd-employment-problem>; Rynor B, "Employers' Perceptions Hamper Job Prospects for PhD Grads," *University Affairs*, January 11, 2016, <http://www.universityaffairs.ca/news/news-article/employers-perceptions-hamper-job-prospects-for-phd-grads/>; "Survey of History Graduates," Lilli Research Group, <https://lilligroup.com/survey-advisor/>; EAB interviews and analysis.

1) Refers to graduate students in the United States.
2) Refers to PhDs in Canada.
3) Refers to PhDs in the United States.

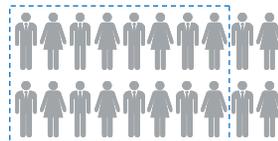
They Don't Make Them Like They Used To

Academic Careers Increasingly Low-Quality, Contingent Positions

Those graduate students who do secure academic positions increasingly find themselves in low-quality non-tenure track positions as contingent faculty – often for three or more years after completing their degrees. These positions tend to provide low wages and poor job security, but few graduate students are prepared to understand, explore, or apply for high-quality non-academic positions—positions for which they are well-qualified and with which they may have high professional and personal alignment.



Of college faculty are non-tenure track



80%

Of college faculty have been an adjunct for three years or more

Distressing Conditions for Contingent Laborers

\$24,000

Average FTE salary

33.9%

Receive regular salary increases

19.4%

Feel secure in their job

Sources: "Facts About Adjuncts," New Faculty Majority, <http://www.newfacultymajority.info/facts-about-adjuncts/>; "The Employment Status of Instructional Staff Members in Higher Education," American Associate of University Professors, 2014; EAB interviews and analysis.

Overproduction a Problem Without a Clear Solution

PhDs Continue to Pursue the Degree Despite Grim Career Outlook

One potential solution to the challenging employment market for recent PhD graduates is to enroll fewer of them to begin with. Collectively, graduate programs produce significantly more PhDs than there are positions to be filled. This creates large numbers of graduate students who, no matter how groundbreaking their research or effective their classroom instruction, may never hold tenure track faculty positions.

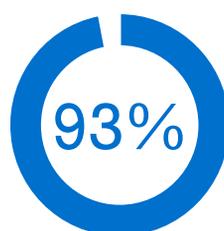


Of PhDs graduate within ten years



Of humanities PhDs pay out of pocket for their degree

But



Of University of California PhDs would pursue the degree again

Lowering the number of PhDs produced by graduate programs presents many challenges and limitations. Lower acceptance rates threaten to create less diverse, intellectually homogenous disciplines. It also dwindles the teaching assistant and graduate student instructor pool that drives affordable access for undergraduates. In addition, it might not limit student interest in the programs. Despite being financial and time resource intensive, the vast majority of PhDs indicate that they would pursue the degree again, *despite* the cost of completing a PhD and challenging academic job market.

Sources: "Survey of UC Doctoral Alumni," University of California, http://www.universityofcalifornia.edu/sites/default/files/doctoral_alumni_survey_factsheet_1014.pdf; "The Disposable Academic," *The Economist*, December 16, 2010, <http://www.economist.com/node/17723223>; Townsend R, Brookins J, "The Troubled Academic Job Market for History," American Historical Association, February 2016, <https://www.historians.org/publications-and-directories/perspectives-on-history/february-2016/the-troubled-academic-job-market-for-history>; EAB interviews and analysis.

Moving Beyond a Plan B

Embrace the Fact of Non-academic Career Success to Improve Outcomes

The answer is not to reduce PhD production, but rather to embrace the fact that significant numbers of graduate students will continue to enroll in programs and continue to find post-graduation satisfaction in non-academic careers—and to provide programming that streamlines this transition without detracting from the intellectual experience of advanced graduate work.

PhDs Working Outside of Colleges and Universities



Barriers to Engagement for PhD Candidates and Faculty Members



"I am confident that I will get a tenure-track position."

"The Career Services Office is for undergraduates."



"I have limited experience with the non-academic job market."



"The academic job market will *probably* improve."

"This is a distraction from my students' research."



"I have limited experience with the non-academic job market."

The largest barrier to embracing this approach to graduate student career development is a concern shared by both graduate students and their faculty advisors. Both have little experience with the non-academic job market, and are unsure how academic training prepares students for non-academic careers, or how to improve their chances of finding a high-quality non-academic opportunity.

Source: Gardner E, "Look Beyond Academia to Find Jobs With a Science Ph.D.," *U.S. News and World Report*, March 30, 2015, <http://www.usnews.com/education/best-graduate-schools/top-science-schools/articles/2015/03/30/look-beyond-academia-to-find-jobs-with-a-science-phd>; Laurence D, "Our PhD Employment Problem," Modern Language Association Office of Research, February 26, 2014, <https://mlaresearch.mla.hcommons.org/2014/02/26/our-phd-employment-problem>; Wood L, Townsend R, "The Many Careers of History PhDs," American Historical Association, 2013, <https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/the-many-careers-of-history-phds>; EAB interviews and analysis.

Ample Opportunity but Little Improvement

PhDs in High-Demand Fields Struggle to Find Non-academic Employment

This is a challenge that extends beyond the humanities, where the link between discipline and career can be complicated and unclear. Even in STEM fields, where the skills demanded by academic research and industry research are more closely aligned, graduate students struggle to secure positions post-graduation. These fields also have a more optimistic outlook for overall job growth—which indicates an alarming disconnect between high-quality jobs and highly-trained applicants who are prepared, but unable, to take them.

Projected Job Growth by Sector Through 2020



42.1%

Of Life Science PhDs without employment commitments at graduation

31.2%

Of Social Science PhDs without employment commitments at graduation

Source: Jaschik S, "The Shrinking Ph.D. Job Market," *Inside Higher Ed*, April 4, 2016, <https://www.insidehighered.com/news/2016/04/04/new-data-show-tightening-phd-job-market-across-disciplines>; "What Does The S&E Job Market Look Like For U.S. Graduates?" National Science Foundation, <https://www.nsf.gov/nsb/sei/edTool/data/workforce-03.html>; EAB interviews and analysis.

Lost in Translation

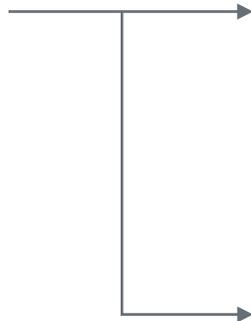
PhD Students Unsure How to Articulate Acquired Skills

This disconnect between qualified applicants and careers exists because graduate students struggle to understand the professional value of their degrees or articulate it to employers. In turn, hiring managers are unprepared to understand the value of a PhD on their own. As a result graduate students typically apply for jobs they are overqualified or underqualified for. Even in cases where PhDs apply for jobs for which they are perfectly qualified, they struggle to explain their qualifications in a way that makes their skills and experience apparent.

A Common Interview Prompt...



Tell me about what you learned through your dissertation research.



...Often Misunderstood



Graduate Student Response:

In studying the structural integrity of plasma membranes, I discovered that there was a gap in the...



Employer Anticipated Response:

I learned the importance of anticipating where a process can go wrong during a large-scale project.

A Bridge Over Troubled Waters

Linking Non-academic and Academic Career Development Drives Engagement

The first step towards launching a career development framework that engages and supports graduate students is identifying the career development opportunities that already attract them. Academic-career oriented professional development, especially when it is faculty-led, is a common feature of most graduate school experiences. Pairing these programs with similar non-academic career development opportunities led by career services or alumni helps prepare students for alternative career pathways, and engages faculty members in a conversation with their students about post-graduate outcomes.

General Career Development Competencies	Academic Career Development (Faculty Led)	Non-academic Career Development (Alumni and Career Counselor Led)
Credentials Articulation	Academic CV Roundtable	Resume Development Workshop
Experience Articulation	Mock Job Talk	Mock Job Interview
Skills Demonstration	Traditional Teaching and Research Assistantships	Graduate Student Specific Non-academic Assistantships

Not a Middle Way, but a Broader Way

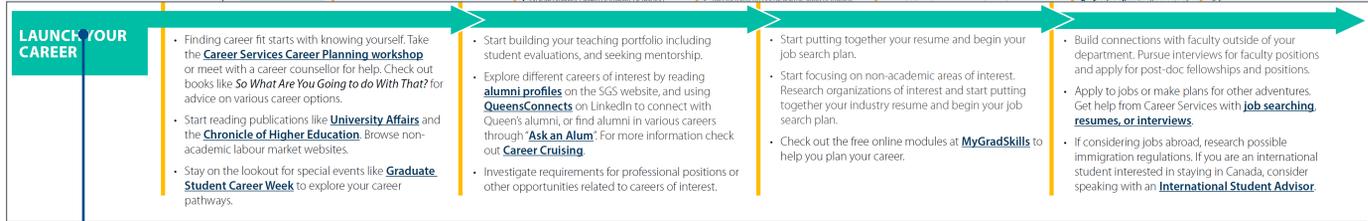
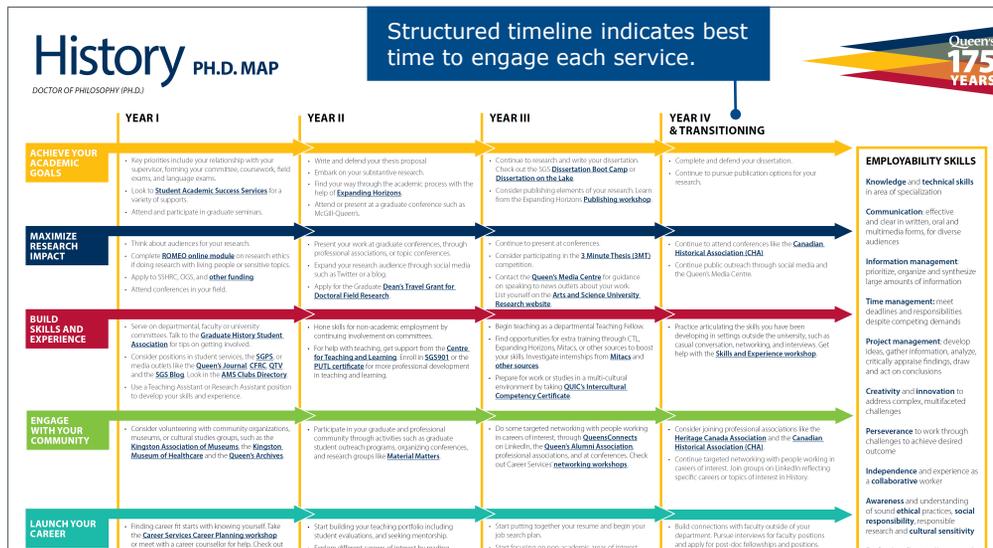
Offering similarly structured academic and non-academic career development exercises as part of the same program or opportunity helps engage faculty in the process and unifies academic and non-academic career development into a broader career development conversation for PhD students.

The ultimate aim of such programming is to move beyond the notion that graduate student career preparation is either focused on academic careers or non-academic careers. An integrated approach for graduate students ensures that these students are better prepared for both faculty careers and careers outside of the academy—and more amenable to the prospect of pursuing a non-academic career immediately after graduation.

Take a Page from the Undergraduates

Queen's University Degree Maps Support Self-Directed Planning

Motivated by the success of their undergraduate major maps, Queen's University developed similar maps for their master's degree and PhD students. These maps ensure that students explore both curricular and cocurricular opportunities during the most appropriate phase of their graduate school experience. The career-development row includes both academic and non-academic programming to motivate participation in both. A list of employability skills helps graduate students better understand and explain the professional value of their advanced degrees.



"Launch Your Career" row encourages graduate students to explore academic and non-academic career development throughout their graduate school experience.

Robust skill descriptions help graduate students understand and articulate the professional skills they develop in graduate school

Sample Employability Skills

Communication
effective and clear written, oral, and multimedia forms, for diverse audiences

Information Management
prioritize, organize, and synthesize large amounts of information

Project Management
develop ideas, gather information, analyze, critically appraise findings, draw and act on conclusions

Source: EAB interviews and analysis.

If You Build It, They May Not Come

Common Graduate Student Misperceptions Slow Adoption of Services

Career services must play a central role in non-academic career development for graduate students, in part because most faculty members have little experience with non-academic careers. That said, graduate students tend to avoid engaging with career services because career services programming is perceived to be overly focused on undergraduate priorities. Many graduate students also feel that their job prospects are so limited by their training and experience that they need more tailored services than most career services can provide.



Missed Message, Missed Opportunity



"They don't understand my field of study, so they won't be able to help me find a job."

"I don't think any of the other students in my program use their services."

"Career services only offers support for students who are still on-campus."



We're People, Not an Addendum

"Graduate students don't like feeling like their services are not customized for them. There's a sense that you want something that really speaks to your own needs, not just something where you're an addendum to a workshop where 'regular students' come."

*Dan Olson-Bang, Associate Director
Graduate Career Services
Syracuse University*

Partner on Career Discernment and Development

Notre Dame Brings Graduate Student Career Services to Academic Departments

Essential to engaging graduate students in career development is increasing faculty awareness of the services and resources available to their students. PhD students look to their faculty advisors for career guidance. However, many of these faculty typically know little about career discernment and the multitude of paths available to graduate students upon degree completion. The University of Notre Dame introduced a model for their graduate career services unit to offer discipline-specific career consulting within a broader professional development framework to address some of these challenges.



The Graduate School
Division of Student Affairs

Working Across Administrative Divides

*Discipline Specific Graduate
Career Consulting*

The Graduate College



**College of
Arts & Letters**



**College of
Engineering**



**College of
Science**

Consultant Deliverables



Position career offerings in a graduate professional development framework alongside teaching, research and ethics.



Track department outcomes and provide feedback on discernment trends



Deliver customized programming tailored to department and student needs

Each of the graduate career consultants from the career services unit is assigned a portfolio of graduate programs. They are expected to establish a relationship with the dean of that college and the department chairs as well as the directors of graduate studies of each academic department within their assigned programs. The career consultants annually identify areas of need and opportunity for collaboration and are responsible for developing workshops, programs, and interventions that are tailored for the graduate students in those departments. The consultants' success is measured not only by department and student utilization, but also by employer outreach and development, program satisfaction and effectiveness, and ultimately placement.

Leverage Partnerships to Increase Engagement

Tailored Approach Positively Impacts Student Discernment and Placement

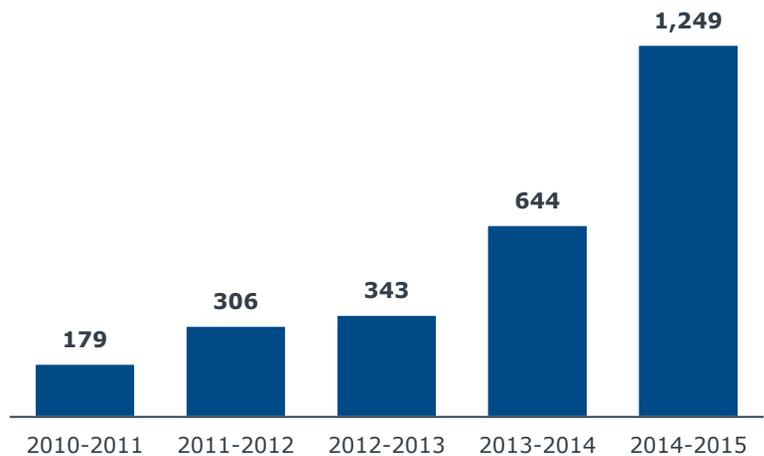
Notre Dame's model provides the catalyst to bring key constituent perspectives together in order to facilitate change and achieve greater levels of success for graduate student career development. This discipline-specific approach allows the graduate career services unit to move from a student-focused delivery model for baseline services in 2014, to demonstrated value through defined goals, metrics and partnerships in 2015, to the creation of sustainable processes to meet the growing demand in 2016, including required utilization of career services for graduate students in several departments.

Success in Making Inroads

95%
Of department and program heads met with career services representatives

400+
Students made advising appointments at graduate career center in 2014-2015

Number of Graduate Student Career Services Advising Touchpoints,¹ Over Time



Earlier access points, tailored and innovative programming, an integrative approach, data driven planning, strategic resource allocation, and leveraging an interconnected academic community are all efforts that are fundamental to graduate student success in today's career landscape. Notre Dame's approach to graduate career services allows the unit to build meaningful connections through academic partnerships and develop career and professional development programs that engage graduate students throughout their academic training, whether on campus or abroad.

1) Touchpoints consist of one-on-one, telephone, email, and Skype interactions.

Source: EAB interviews and analysis.

Now You're Speaking My Language

'3-Minute Thesis' Challenge Helps PhDs Hone Their Elevator Pitch

Despite the fact that many graduates students enter into non-academic careers that are unrelated to their academic specialty, it is essential that they be prepared to discuss their academic research with hiring managers. While discussing their research is something that comes naturally to many graduate students, few are prepared to explain it in a vocabulary and format that will be accessible to non-academics and demonstrate the presentation skills that non-academic workplaces value. The University of Queensland in Australia helps students develop these skills through their "3-Minute Thesis" competition.



“What is my dissertation about?
Do you have three hours?”



Characteristics of Academic Presentations

- Detail heavy
- Exhaustive context
- Flexible duration



Characteristics of Professional Presentations

- Essential details only
- Limited, most important context
- Time constrained



University of Queensland "3-Minute Thesis"

- Graduate student competition to present complex academic research in under three minutes using a single PowerPoint slide.
- Participants judged based on their ability to communicate research in a quick, accessible manner.
- Contestants are instructed to avoid jargon and focus on communicating with a non-expert audience.

Graduate students who have advanced to candidacy participate in a tournament in which they are judged on the quality of a presentation of their thesis or dissertation research. The presentation must be under three minutes and avoid the use of specialized jargon while maintaining the overall complexity of the research against oversimplification and generalization. In addition, participants are limited to the use a single PowerPoint slide during the presentation. The tournament is structured in heats, ensuring that most participants present their research multiple times before different sets of judges.

Learning to Speak the Same Language

University of New Mexico Offers PhDs a Crash Course in Transferable Skills

Helping graduate students to identify their transferable skills is an essential part of non-academic career development, as is developing the ability discuss these transferable skills in a vocabulary accessible to employers. While many faculty members lack the experience necessary to help graduate students with this, faculty in pre-professional and business programs are uniquely qualified to do so. Administrators in the Career Diversity for Historians program at the University of New Mexico invited representatives from the business school to offer a workshop to their history PhDs about the language used in the business world.



1 Overview of Skill Relevancy

Business school representative provides information about application of skills learned in PhD programs to industry work

2 Exercise in Skills Translation

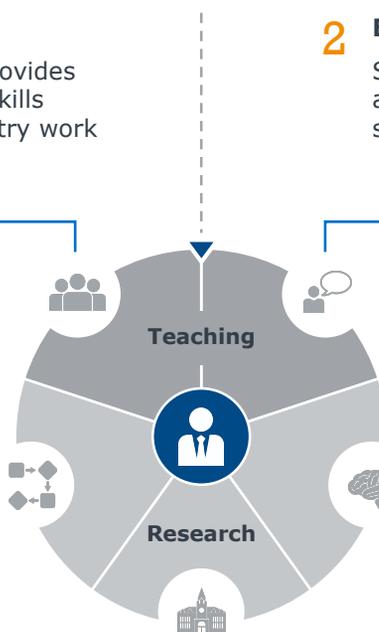
Speaker walks students through answering common questions about PhD skills utilizing business language

Interpersonal Skills

- Facilitate group discussions or conduct meetings
- Respond appropriately to positive or negative feedback
- Navigate complex bureaucratic environments

Project Management

- Manage a project or projects from beginning to end
- Identify goals and create realistic timeline for completion
- Prioritize tasks while anticipating potential problems



Oral Communication

- Communicate ideas effectively to small and large groups
- Explain complex or difficult concepts in basic terms and language

Problem Solving

- Define a problem and identify possible causes
- Comprehend large amounts of complex information
- Form and defend independent conclusions

The business school’s career services representative leads students through an exercise in skills translation, where they practice answering common employer interview questions about their experience in a PhD program using a business-appropriate vocabulary. At the end of the workshop students were able to identify the skills developed in their graduate program and articulate them in a workplace appropriate vocabulary.

Sources: “PhD Transferable Skills,” University of Michigan, <https://careercenter.umich.edu/article/phd-transferable-skills>; EAB interviews and analysis.

Experience in the Field

Plenty of Experiential Learning Opportunities for Academic Jobs

Experiential learning presents the greatest opportunity for career development for both undergraduate and graduate students. Graduate students frequently engage in experiential activities to prepare themselves for academic careers through research, university and departmental service, and teaching obligations. Few institutions, however, offer similar opportunities for students interested in non-academic career development.

Three Pillars of an Academic Career

Experiential Learning Opportunities

Teaching



- Teaching assistantships
- Adjunct instruction

Research



- Dissertation research
- Conference participation

Service



- Departmental graduate student association
- Graduate student senate

Not Enough Hours in the Day

Graduate Students Often Lack Time and Support for Alt-Ac Experiences

Experiential learning can be difficult to build into a graduate student’s already busy schedule. Engaging in an internship might necessitate forgoing a teaching assistantship and disrupting long-term funding. Many graduate students will also avoid programming that is focused on the needs of undergraduates. The University of Miami overcame these concerns through their UGrow Non-Teaching Assistantship, which is outlined below.



Significant Barriers to Internship Participation

University of Miami UGrow Non-Teaching Assistantship



“My dissertation supervisor will not support this”



Non-Teaching Assistantships place graduate students in on-campus internships designed to utilize their already well-developed research skills—an opportunity faculty believe to be valuable.



“An internship will distract me from my research.”



UGrow Non-Teaching Assistantships are designed to demand the same amount of work as a traditional Teaching Assistantship. Most also take place on campus ensuring ready access to research space and academic resources.



“How would I explain this on my CV during an academic job search?”



Calling the internship an assistantship, along with the research focused responsibilities of the on-campus internship, makes UGrow Non-Teaching Assistantships a natural and attractive addition to an academic CV.



“Will an internship disrupt my funding?”



UGrow participants are paid by their home departments, who are in turn reimbursed by the assistantship's host unit, ensuring continuity of payment and benefits for the participating graduate student.

A survey of University of Miami humanities graduate students revealed that 78% would participate in a non-teaching internship were one made available to them. In order to ensure that both graduate students and faculty supervisors understood and supported graduate student-specific internships, they are called non-teaching assistantships, and are structured to demand the same amount of time and work as a standard teaching assistantship. Participating students must receive sign-off from their dissertation supervisor and submit a non-academic resume with their application. PhD students traditionally participate during their fifth year. Each assistantship is 15 hours per week for nine months and students intern with a non-teaching administrative units on campus in roles that utilize their research skills and are not available to undergraduates. All internship opportunities are reviewed by a committee of seven faculty members.

Sources: “The University of Miami College of Arts and Sciences Launches New ‘Alt-Ac,’ Program for Doctoral Students,” University of Miami College of Arts & Sciences, <http://www.as.miami.edu/news/news-archive/the-university-of-miami-college-of-arts-and-sciences-launches-new-alt-ac-program-for-doctoral-students-.html>; EAB interviews and analysis.

Build a Co-op Experience in the Humanities

UBC's Three-Stage Graduate Student Co-op Promotes High-Impact Reflection

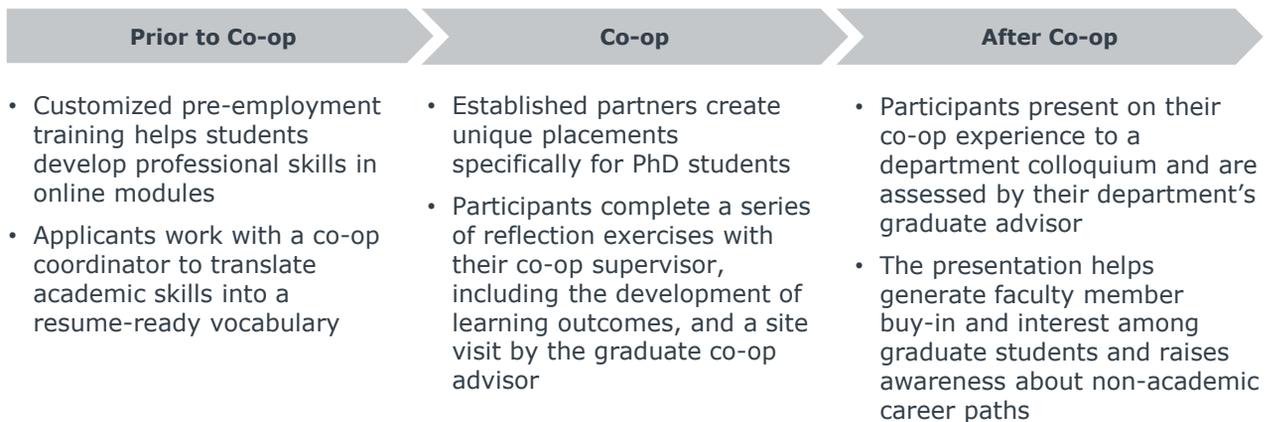
The University of British Columbia offers a co-op program specifically designed to meet the needs of PhD students in the History and English faculties. While the co-op experience is valuable on its own for graduate students interested in non-academic careers, the impact for students is enhanced through a multi-staged training and reflection framework. This framework persists throughout the student's co-op experience and ensures that co-op participants are prepared to derive the maximum value from their co-op and articulate that value to both academic and professional audiences.



THE UNIVERSITY
OF BRITISH COLUMBIA

University of British Columbia's Graduate Student Co-op

- Launched in 2014 for PhD candidates in the Arts Faculty
- Two focus groups indicated employer interest in hiring graduate students in particular and a willingness to pay higher salaries for higher-skilled graduate student employees

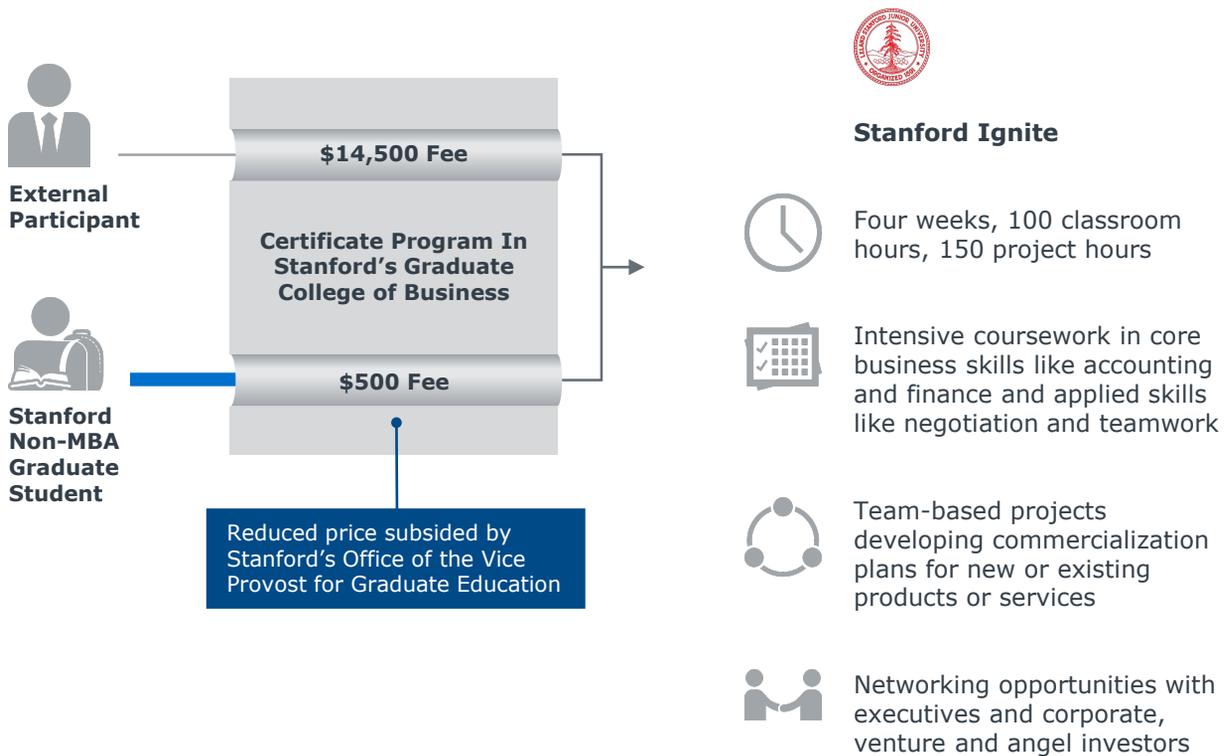


In preparation for co-op participation PhD students use PhD student-specific online modules to learn about their transferable skills and how to articulate them on a resume. They also participate in a mock interview with the graduate co-op advisor. Participants develop learning goals for their co-op, which inform a future co-op advisor site visit and a mid-experience reflection exercise. These learning outcomes are also incorporated into a post-experience presentation delivered to the student's academic program. The presentation is about 20 minutes in length and is assessed by the programs graduate advisor. The presentation helps students practice explaining the professional development value of their co-op, and engages faculty and graduate students in a conversation about the value of experiential learning for PhD students in general.

A Principled Investment

Stanford Subsidizes Graduate Student Participation in Stanford Ignite

In many cases institutions offer professional development programming that would meet the needs of graduate students interested in non-academic jobs—typically offered through colleges of business. Unfortunately these programs can be prohibitively expensive for graduate students to access. Stanford University has bridged this gap for graduate students by subsidizing participation in Stanford Ignite for non-MBA graduate students.



Stanford's Office of the Vice Provost for Graduate Education provides funds to offer access to Stanford Ignite at a significantly reduced price for non-MBA graduate students. Additional financial aid is available for those students that are unable to pay the reduced price. The program itself is four weeks in length, and includes intensive course work on basic, but essential, business skills. Students continue to develop these skills through team-based projects focused on addressing real world commercial challenges and opportunities. Stanford Ignite also affords students the opportunity to network with non-academic professionals, and venture capitalists for those graduate students interested in careers as entrepreneurs.

Source: "Stanford Ignite," Stanford University, <https://www.gsb.stanford.edu/programs/stanford-ignite/campus/full-time>; EAB interviews and analysis.



Track, Assess, and Report Experiential Learning Outcomes

The Emerging Frontier

CHAPTER

7

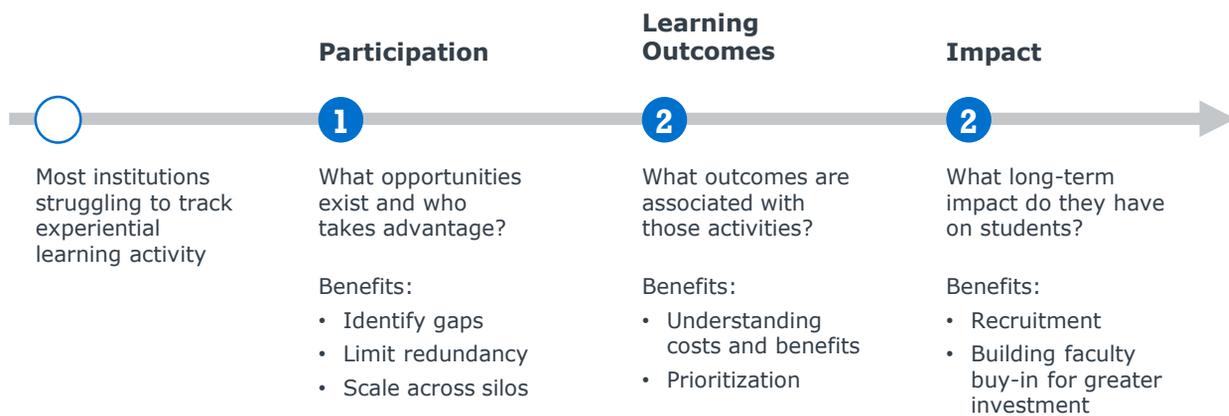
Beyond Mere Anecdote

Tracking and Assessing Experiential Learning

Elements of an integrated approach to career development already exist on many campuses. Unfortunately these elements are typically scattered throughout campus, isolated in specific programs or colleges, unable to reach those students who need this programming the most. An incomplete and limited picture of an institution's career development programming makes it difficult for advisors and faculty members to match students to best-fit programming. It also complicates identifying those programs which are truly high impact and ideal for growth and investment, and those programs that do little to support student success or career development.

“Our first destination outcomes are strong, but we don't really know why. Without measuring what we're doing and who participates in our activities, it's impossible for us to prioritize resources where they're needed most.”

*Provost
Selective Public University*



There are three stages of effectively tracking and measuring the impact of experiential learning activity. The stages build upon each other and should be collected in order. The first stage, participation, requires a clear image of all of the career development opportunities available on campus, even those isolated to a single department. The second stage is learning outcomes—the effect that program participation has on student success. The third stage, impact, is focused on the long-term, post-graduation benefits of programming participation—although focused on a more holistic measure of career success than most first destination surveys.

Taking Inventory

What Opportunities Exist and Who Takes Advantage?

Even institutions with extensive experiential learning support structures struggle to compile a complete list of the experiential opportunities their institution can provide—let alone the opportunities their students participate in without institutional support or supervision. If this data does exist on campus, it is usually isolated to a single departmental or administrative silo. Siloed data limits access for important stakeholders. It also limits the degree to which programs in different silos can be compared because of a lack of shared data definitions, or an unsystematic surveying method that does not enforce adherence to those definitions.

The Challenge(s)

- Data exists, but only in silos
- Multiple systems and approaches to inventorying activities
- Lack of shared definitions
- Faculty resist central oversight over activity classification and reporting

Typical Practice(s)

- No systematic data collection
- Lists of activities are rarely comprehensive or quantitative
- Informal surveying of units by career services or other central office with limited reach

Progressive Approaches to Gathering Actionable Data

Registration Designation

- Record courses and activities with experiential components in registration system with special designation

Embedded Faculty Liaison

- Ensures faculty trust and demonstrates attention to rigor in designating activities as experiential

Assignment of Credit or Points

- The opportunity to earn credit incentivizes self-reporting
- Some institutions, reticent to offer credit, assign points to experiential activities redeemable for short term rewards (e.g., pizza party) or longer term rewards (e.g., honor society)

These challenges can be overcome by enforcing a special registration designation for experiential learning courses in the course catalog. Embedding a faculty liaison into the data collection process can help assuage faculty concerns about centralized oversight.

Programming provided by outside partners without institutional supervision can be tracked through incentivized student reporting. The most valuable incentive for driving student self-reporting is credit hours—although some institutions have also had success using points linked with non-credit prizes like parties and honorary societies.

Justifying the Means

What Are the Learning Outcomes Associated with Experiential Learning?

Experiential learning is broadly acknowledged as a learning enhancement for undergraduates. This kind of programming has a measurable effect on a wide variety of student success measures—GPA, retention, graduation rates. Unfortunately, many institutions are unaware of the effects their experiential learning opportunities have on participating students, limiting the degree to which resources can be invested in the highest impact activities, or at-risk students can be matched to the opportunities that best support their academic needs.

The Challenge(s)

- Lack of experimental methodology and control group leads to accidental selection bias in evaluation
- Participation and outcomes data housed in separate silos
- Tension between faculty autonomy and standardized assessment

Typical Practice(s)

- Individual faculty note the result of their own experiential courses but do not share results
- Employer and/or faculty coordinator write a qualitative assessment
- Students fill out a survey rating alignment with learning outcomes

Progressive Approaches to Gathering Actionable Data

Faculty-Developed Common Assessment Standards

- Standard, centrally-accessible rubrics allow faculty, employers, and students to compare learning assessment across different activities
- Faculty-led process ensures buy-in and alignment with academic priorities

High-Impact Reflection

- A 3-staged reflection process can allow for learning outcomes assessment for individual students, and broadly across the experience

Faculty should be engaged in developing a set of common assessment standards for experiential learning opportunities to ensure buy-in, academic rigor, and alignment with the educational priorities of the institution. Assessment should take the form of skills screenings for quantifiable skills. In the case of valuable soft skills such as critical thinking and clear written communication, a three-staged reflection process can help students, hosts, and faculty members track the impact of an opportunity on those skills over the course of the experience from start to finish.

Playing the Long Game

What Are the Long-Term Effects of Experiential Learning on Students?

While measuring the impact of experiential learning on student success is in and of itself useful, these are in many ways the ancillary benefits of programming primarily oriented towards helping students develop the skills and experiences necessary for post-graduation success and fulfillment.

The present framework for collecting data on career outcomes—the first-destination survey—falls short of a complete, holistic measure of career success. Overreliance on an employed/unemployed binary ignores the effects of underemployment, and readily measurable entry-level salaries often eclipse more meaningful, but difficult to quantify, long-term success indicators such as workplace engagement, advancement or career alignment.

The Challenge(s)

- Response rates to first destination surveys are low and biased toward high-performers
- Students' job placement six months post-graduate is not representative of overall post-graduate success
- Salaries don't capture full picture

Typical Practice(s)

- First destination surveys becoming common practice
- First-year experience studied in terms of effect on retention
- Advancement and alumni affairs own bulk of alumni information and communication



Progressive Approaches to Gathering Actionable Data

Longitudinal Outcome Surveys

- Growing investment in holistic assessments of alumni well-being throughout life stages, linked to self-reported involvement in campus activities and relationships

Linking FDS Data to Student Activities

- Enables correlation of outcomes with experiential learning activity, coursework, and program choices

Employer Surveys

- Graduates' performance, advancement, and qualitative evaluations compared against others

A more complete image of student success can be gathered through surveys of common alumni employers. This data, when compiled with broader measures of post-graduation well being—typically through self-reported surveys of alumni—presents a more complete image of post-graduation outcomes.

This set of outcomes data becomes truly impactful when it is combined with participation data for specific experiential learning activities, coursework, and academic programs. This allows students to align experiential learning opportunities with their long-term ambitions. Furthermore, it empowers institutions to invest in programs with the most impactful and desirable long-term outcomes for students.



Appendix

Implementation Resources

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Career Services Platform Comparison Chart

To provide a better sense of the career services vendor landscape, the table below lists key features of some of the most popular career services platforms/management systems. There are a multitude of niche service providers that qualify as career services vendors, however, many only provide one or two services such as job curation, professional networking, or online skills development materials and have therefore not been included in the chart below.

Members can use this chart to quickly compare capabilities and determine which vendors may best meet their needs. Each description includes a link to the vendors' websites for further information.

Career Services Vendor	Product Overview
 Simplicity	<p>Product: Career Services Manager</p> <p>Key Features:</p> <ul style="list-style-type: none">• Student relationship management• Event management and planning• Experiential learning management• Recruitment management• Metrics and outcomes tracking and reporting• Swipe card kiosks• Automated billing <p>Website: https://www.simplicity.com/solutions/higher-ed/</p>
 Handshake	<p>Product: Handshake</p> <p>Key Features:</p> <ul style="list-style-type: none">• Employer relationship management• Event management and planning• Building and room management• Job posting management• Appointment management• Metrics and outcomes tracking and reporting <p>Website: https://www.joinhandshake.com/</p>
 Purple Briefcase	<p>Product: Purple Briefcase Career Services Management Platform</p> <p>Key Features:</p> <ul style="list-style-type: none">• Forum to connect with students• Employer relationship management• Event management and planning• Job posting management• Student resume review and approval• Internship management• Student activity tracking and reporting• Automated billing <p>Website: https://www.purplebriefcase.com/</p>

Career Services Platform Comparison Chart (cont.)

Career Services Vendor

Product Overview



12 Twenty

Product: Career Services Management, Outcome Data and Analytics, Employer Relationship Management

Key Features:

- Employer relationship management
- Recruitment management
- Event management and planning
- Appointment management
- Metrics and outcomes tracking and reporting
- Solutions tailored to law and business schools, as well as institution-wide

Website: <https://www.12twenty.com/>



GradLeaders

Product: Career Center Platform

Key Features:

- Employment relationship management
- Appointment and event management and planning
- Experiential learning management
- Job posting management
- Metrics and Outcomes tracking and reporting

Website: <https://www.gradleaders.com/>



OrgSync

Product: OrgSync for Career Services

Key Features:

- Student relationship management
- Employer information management
- Experiential learning management
- Outreach and communication management
- Student interview preparation management
- Online documentation syncs between departments
- Job posting management
- Metrics and outcomes tracking and reporting

Website: <http://www.orgsync.com/>

Pre-internship Courses

Endicott College's Internship Preparation Course

Reflection Tool in Brief:

Endicott College requires multiple internships for all bachelor's level students: two 120-hour internships and one semester-long internship. In preparation for the semester-long internship, all students are required to complete the 'Semester Internship Strategies' course, which helps them search for, apply for, and interview for the following internship.

'Semester Internship Strategies' Syllabus

Credits: 1

Class Type: Lecture

Catalog Description

This course consists of a series of eight one-hour sessions to help juniors prepare to search for and undertake the full-semester internship. The topics covered include planning strategically for the semester internship, focusing on the internship search, assessing the resume and applying for the internship, interviewing for the internship, participating in mock interviews, and making the most of the internship. Students are required to complete the course before undertaking the semester internship. Prerequisites: INT100, INT200, Junior status. (Offered fall and spring semesters)

Learning Outcomes

At the completion of this course, students will be able to:

1. Develop and communicate a personal brand;
2. Create a resume and cover letter tailored to the requirements of the internship position;
3. Employ effective phone and email strategies when contacting potential internship sites;
4. Interview effectively by responding thoughtfully to questions and dressing appropriately;
5. Strategize ways to network and leverage the internship for future employment.

Teaching/Learning Strategies

- Career Center modules as appropriate within the course and/or as outside assignments;
- Guest speakers in the discipline to deliver key information on search strategies;
- Practice interviewing techniques;
- Prepare search documents and collect samples of work for presentation during future job interviews.

Topical Outline and Timeline

Session 1: Planning Strategically for the Semester Internship

- Introductions and review class expectations
- Introduce career action plan and schedule 1:1 appointments
- Reflect on INT100/200 experiences and goals for semester internship

For Next Class: Bring a draft of your resume to class—we will be working on them in class.

Pre-internship Courses (cont.)

Endicott College's Internship Preparation Course (cont.)

Session 2: Targeted Resumes and Peer Review

- Discuss resume as marketing tool
- Examine strategies for tailoring resume to specific industries and distinguishing yourself from other candidates

For Next Class: Bring an internship job description as well as a draft of your resume and cover letter.

Due: Upload your updated resume via [the LMS]. You will receive feedback and the final draft will be due _____.

Session 3: Cover Letters and Other Resources for Your Internship Search

- Overview of cover letters and their role in your search and in networking
- Discuss utilizing internet job posting resources

Due: Upload a first draft of your cover letter and a link to the internship posting via [the LMS]. You will receive feedback and the final draft will be due _____.

Session 4: Networking

- Discuss in person and social networking, particularly building a strong LinkedIn profile
- Review strategies for contacting and following up with employers: phone/email etiquette create and practice elevator pitch

Due: Upload a final draft of your resume to [the LMS].

Session 5: Senior Student Panel: Making the Most of the Internship

- Discuss standards of professional behavior
- Discuss expectations/culture of different types of sites
- Discuss week-by-week strategies for succeeding during the internship
- Strategize ways to network and leverage the internship for future employment

Due: Updated cover letter—upload to [the LMS].

Session 6: Dress for Success/Interviewing Preparation

- Presentation with guest speakers on effective interviewing and appropriate dress
- Typical interview questions and situations; appropriate follow-up after an interview

Session 7: Internship Search Updates

- Review individual progress in search
- Discussion of strategies for keeping momentum/overcoming obstacles and following up with potential sites
- Demo of [mock interview software] that will be used to complete Mock/Practice interview assignment

Pre-internship Courses (cont.)

Endicott College's Internship Preparation Course (cont.)

Session 8: Mock Interviews

- Practice interview skills in class

Due: [Mock interview software] interview

Evaluation Methods:

Students will be evaluated on attendance, participation in in-class exercises and discussions, as well as on course assignments (career action plan, targeted resume and cover letter, mock interview). The grading will be based on the following:

Assignments	Point Value
Career Action Plan	10 points
Targeted Resume	25 points
Targeted Cover Letter	25 points
Mock Interview (Big Interview)	25 points
Attendance at One Career Center Event	15 points
Total Possible	100 points



Pre-internship Courses (cont.)

Northeastern University's Pre-co-op Course

Reflection Tool in Brief:

Although not required, the majority of students at Northeastern University complete at least one co-op if not two. Before a student embarks on their first, they must complete 'Introduction to Professional Development,' a one-credit course that will educate them about the structure and purpose of the co-op, resume and cover-letter writing, interviewing, and workplace skills.

'Introduction to Professional Development' Syllabus

Tuesdays 1:35-2:40

Richard C. Conley

Course Purpose and Objectives:

This course is designed to engage students in thoughtful preparation for their first Cooperative Education experience. The course introduces students to the Cooperative Education Program and to a series of skills that students will need to succeed in whatever field they choose. The foundation of Northeastern's educational philosophy is that theoretical classroom learning is enriched by relevant practical experience, and that students' understanding of their practical work is enhanced by their academic studies. Northeastern's primary vehicle for providing you with this applied experience is cooperative education. In this course, students will begin to develop the skills to achieve their goals in both their academic and professional work.

- To learn about the goals, opportunities, and process of Northeastern's cooperative education program.
- To learn about your own skills and interests through self-assessment exercises.
- To understand the structure and goals of a resume.
- To understand the structure and goals of an interview.
- To identify ways in which understanding cultural differences and becoming ethically aware will increase your ability to succeed in both the classroom and on co-op.
- To develop and use critical thinking skills to solve workplace-based dilemmas.

Schedule

Week 1: Student Panel and International Co-op Presentation

- Students will hear from a panel of Northeastern University Students who have participated in the Cooperative Education Program. Students should come prepared with questions.

Week 2: Introduction to Co-op and Resume Construction

- Introduction of professor and expectations for class
- What is Co-op? – Cooperative Education Learning Model
- Review resume format

Assignment: basic format of resume, due before class next week.

Sources: "Cooperative Education," Northeastern University, <http://www.northeastern.edu/cos/psychology/undergraduate/cooperative-education-co-op/>; Conley R, "Introduction to Professional Development," Northeastern University, 2014, <http://nuweb9.neu.edu/richardconley/wp-content/uploads/2011/10/Co-op-Syllabus-Richard-Conley.pdf>.

Pre-internship Courses (cont.)

Northeastern University's Pre-co-op Course (cont.)

Week 3: Resume Content

- Review resume construction

Assignment: corrected format, and new content, due before class next week.

Week 4: Overview and Introduction to [LMS]

Assignment: Log into [LMS] and enter your basic data, and search the job bank.

Week 5: Interview Basics and Portfolios

Assignment: Reference sheet and resume, due next week.

Assignment: Write 3-5 page introductory paper. Due in two weeks.

Week 6: Dress Up Day and More On Interviewing

- We will go over [online mock interview tool] and interview questions
- Appropriate dress and portfolios required for class

Assignment: Record your interview.

Week 7: Sexual Harassment and the Workplace

Guest Lecturer

RESUMES START TO GO OUT NEXT WEEK

Week 8: Cover Letters

Assignment: Write a sample cover letter in line with your industry based research.

Week 9: Class Discussion of interviews

Week 10: Workplace Do's and Don't's

Week 11: Wrap Up

Review of course and go over next steps

Pre-internship Courses (cont.)

Portland State University's Online Internship Preparation and Application Course

Reflection Tool in Brief:

Portland State University created the 'Online Internship and Practicum Skills Development and Application' course so that juniors and seniors pursuing an internship would have access to 'just-in-time' resources even while working or away from campus. The course offers training on professionalism and workplace skills and ensures the student develops goals before the internship and reflects on their achievements after.

'Online Internship and Practicum Skills Development and Application' Syllabus

Course Background:

Portland State University is internationally known for many things but the thing it is most well known for and has received the most PSU awards and recognition for is its focus on PSU Community Based Learning (CBL). When it comes to CBL, it doesn't get much better than internships and practicums where theory and practice truly meet. As a student within the School of Business, you know how important applied experience is and so do we. That's why every SBA student takes BA495 as an applied CBL capstone course before they graduate. Internships and practicums are another great way to get experience. In this course, we'll focus on the key skills employers say they are looking for in college graduates. This will take the form of several short video modules that have been developed to share best practices and give you tips on how to get the most from your time on the job.

The development of this course was supported by the PSU Provost's reThink PSU Challenge which asked PSU faculty and staff to propose ideas utilizing online technology to help students be more successful. The idea we proposed, "Let knowledge serve the city and our students: Preparing SBA students for success by positioning practicum/career skills as a centerpiece of the curriculum by leveraging a cooperative, school-wide credit based "mini-MOOC." The selection and subsequent support of this proposal allowed us to create the course and to offer it EVERY term so that students have access to internship or practicum credits any time and without having to go "door to door" to find a faculty sponsor.

Course Objectives

This course addresses a selected set of topics focusing on understanding human and organizational processes that facilitate or hinder work performance. Within this framework, we are trying to accomplish several things:

1. Expose you to ideas and approaches to key skills that will enrich your thinking about these topics
2. Give you an opportunity to apply these ideas to your work experience
3. Provide a forum for exploring these issues with other students
4. A chance to reflect on your work experience.



See an example module at:
<http://youtu.be/CYUsOzzJ6Ms>

Course Content

We will work through 10 online modules which correspond with what NACE reports employers want from students:

1. Ability to verbally communicate with persons inside and outside the organization.
2. Ability to work in a team structure.
3. Ability to make decisions and solve problems.
4. Ability to plan, organize and prioritize work.
5. Ability to obtain and process information.
6. Ability to analyze quantitative data.
7. Technical knowledge related to the job.
8. Proficiency with computer software programs.
9. Ability to create and/or edit written reports.
10. Ability to sell or influence others.

Sources: Bauer T, Simon L, "Job-Related Knowledge: Internship and Practicum Modules," PSU SBA Online Programs, February 2, 2014, <https://www.youtube.com/watch?v=CYUsOzzJ6Ms&feature=youtu.be>.

Pre-internship Courses (cont.)

PSU's Online Internship Preparation and Application Course (cont.)

Assignments

Assignment 1

You are starting your journey on a great opportunity. Research shows that having special developmental opportunities such as internships and practicums helps individuals to secure long-term employment, become more effective, and make more money. They are also a great way to learn new things and continue to apply the theory you've been learning in the School of Business up to this point. It is the marriage of theory and practice.

Given this, it is our goal to help you maximize your experience. So, we are asking you to identify THREE specific goals you have for this opportunity. After these 10+ weeks, what do you hope to have achieved? Discuss why these goals are important to you and how they will enhance your career and/or personal growth.

Throughout the term, these goals are what you will reflect on so please choose three that are meaningful to you.

Assignments 2–4

1. View 3-4 of the video course skill modules located under "Course Content." List the modules you viewed.
2. Review your three goals from Assignment 1
3. Discuss progress you have made toward your goals and how the videos you viewed relate to your goals or other aspects of your learning and development to date. Specifically, what goal-relevant experiences (interactions, observations, accomplishments, challenges, etc.) did you have during the week?
4. What did you learn from these experiences and the course material with respect to your goals or other aspects of your development?

This assignment should be roughly 1.5-2 pages in length.

Assignment 5

Looking backward—Now that you have completed a large portion of your internship, you have a great opportunity to reflect backward. Take some time in this assignment to think about where you were when you started and how far you've come. Would you do everything the same way? Would you change anything? If so, what and why? **Spend at least 1.5 to 2 pages on your looking backward reflection.**

Looking forward—Imagine that another intern will be joining the same organization as you. What would you tell this person? What advice would help them be successful? Be as specific as possible. Try to look forward and anticipate all the potential obstacles that this person might face and try to help them avoid the problems through your advice. **Spend at least 1 to 2 pages on your looking forward reflection.**

Evaluation:

Your evaluation will be based on the following factors. Your course grade is determined by your cumulative performance across 6,000 points in the following areas. The course is Pass/No Pass.

Assignments	Point Value
Internship/practicum paperwork (pre, post, and photo)	1,000 points (16%)
Online survey responses	1,000 (17%)
Skill and experience reflection/integration posts	4,000 (67%)

Sources: Bauer T, Simon L, "Job-Related Knowledge: Internship and Practicum Modules," PSU SBA Online Programs, February 2, 2014, <https://www.youtube.com/watch?v=CyUsOzzJ6Ms&feature=youtu.be>.

Pre-Study Abroad Essays

Middlebury College's Pre-Study Abroad Reflection Essay Application

Reflection Tool in Brief:

Middlebury College requires an application essay to ensure that all of their students planning to study abroad enter the experience understanding how the trip relates to their academic studies. Not only does this help the student later explain to employers the value of their study abroad experience, but it primes the student to seek out relevant, high-impact activities abroad and reflect on the experience's connection to their major throughout.

Study Abroad Application

We encourage our students to study abroad, especially in a foreign language. Students planning to spend all or part of the junior year abroad should consult with their advisor before the second semester of the sophomore year.

A grade point average of 3.0 in the major and 2.7 overall is required for study abroad.

Students must submit their application to study abroad through the online application process that can be accessed here: http://www.middlebury.edu/international/sa/what_to_know/applying. As part of their application, students must submit an essay that should address the following academic questions:

1. Rationale: Why do you want to study abroad? How is this related to your academic program?
2. Preparation: What course work have you taken to prepare you for study abroad?
3. Recommended courses for study abroad: PSCI 0103 Comparative Politics, PSCI 0109 International Politics, and a course that includes significant content on the region where you will study abroad.
4. Program Selection: Where will you study abroad? Why this university or program? What courses will you take? Why?
5. How will you complete your major after returning to Middlebury?

In making your decision about where to study abroad, you should note that Middlebury runs a wide array of study abroad programs, in 16 countries. Many students also study at other universities and programs around the world. For more information, please see the study abroad website: <http://www.middlebury.edu/international/sa>. You should also consult with your advisor, as well as staff in the Office of International Programs and OffCampus Study.

Pre-Study Abroad Essays (cont.)

University of Virginia's Pre-Study Abroad Reflection Prompts and Action Plan

Reflection Tool in Brief:

The Teaching Resource Center at the University of Virginia developed the following tool for faculty to use with students studying abroad either in discussion format or as prompts for pre-departure essays. The tool also directs students to create a concrete 'Action Plan' to help them achieve their goals while studying abroad (e.g., I will read the local newspaper three times per week to learn about daily life in Mexico).

Pre-Departure Reflections: Expectations, Hopes, and Goals

The following questions can be used as prompts in writing assignments or pre-departure discussions

- What made you choose to study abroad?
- What people influenced you in making the decision? How?
- What country did you choose for your studies? Why?
- What do you hope to gain from being abroad?
- Imagine yourself after you return. What experiences will you want to share with your peers, your family, or a professor? For example, do you want to be able to say that you understand environmental engineering in Germany better or that you learned an effective teaching method in rural India?
- How are you expecting to grow personally from this experience?
- What are some personal qualities or values you hope might change as a result of this experience?
- What would a "successful" study abroad experience look like? What would an "unsuccessful" study abroad experience look like? For example, how will you know if you're doing "well" abroad or if your program is going as you expected? What will be your measure of success?
- Living abroad means that you will get to know new people, speak a new language, be far away from family and friends and so on, How do you think factors like these will affect you?
- What about living abroad will you enjoy the most? List at least five things and put them in order from least to most enjoyable.
- What challenges do you anticipate while living and studying in a foreign country? List at least five and put them in order from least to most stressful.
- You may have experiences that will help you adjust to life while studying abroad. Have you been abroad before? How may this experience help you in your upcoming travels?
- How do you manage stress when you are at home? For example, what do you do when you feel lonely, when you are with a group of people who are different from you, or when you are stressed about something that is difficult to accomplish?

Sources: Dowell M, Mirsky K, *Study Abroad: How to Get the Most Out of Your Experience*, Upper Saddle River, NJ, Pearson Education, 2002; "Predeparture Reflections for Study Abroad," Engaged Learning, June 9, 2011, <https://pages.shanti.virginia.edu/engagedlearning/2011/06/09/predeparture-reflections-for-study-abroad/>.

Pre-Study Abroad Essays (cont.)

UVA's Pre-Study Abroad Reflection Prompts and Action Plan (cont.)

How do you think you will manage stress abroad when things you didn't expect happen? Imagine, for example, that you are not making friends easily, not earning good grades, or not having as much fun as you had hoped?

As you continue to develop, modify, and affirm your expectations for your study abroad experience, don't be surprised if they keep changing. Documenting where you are at the moment, like you just did, will create a benchmark for comparison. As you continue to answer these questions during your stay abroad, you will create for yourself a record of personal growth and change.

Drafting an Action Plan

Referring back to your hopes and goals, create a list of what you want to learn. After you complete your list, describe what you can do to learn these things? List specific activities.

- List how you want to change personally. What activities can you do to facilitate these changes?
- What experiences do you want to have while abroad? What can you do to make these experiences happen?
- How do you want to deal with the stress that you will experience abroad? What can you do to incorporate these stress management techniques into your routine?

Indicate how often you will engage in the activities you've identified. Complete the following formula with your previous answers:

In order to learn/experience/ feel/etc. _____ (action), I will _____
(activities) _____(frequency).

Example:

In order to learn about daily life in Mexico . . .

- I will read the local newspaper at least three days a week.
- I will attend a local church at least two times a month.
- I will shop at the local market at least once a week.
- I will talk with my host family about their daily routines at least once a day.

In order to cope with the stress of culture shock . . .

- I will run at least three days a week.
- I will meditate in my room every morning.
- I will talk to my family back home once a week.
- I will sign up for a recreational art class.

In order to travel a lot during my experience . . .

- I will visit a nearby city or natural area at least every other weekend.
- I will backpack to one other European country during spring break.

Sources: Dowell M, Mirsky K, *Study Abroad: How to Get the Most Out of Your Experience*, Upper Saddle River, NJ, Pearson Education, 2002; "Predeparture Reflections for Study Abroad," Engaged Learning, June 9, 2011, <https://pages.shanti.virginia.edu/engagedlearning/2011/06/09/predeparture-reflections-for-study-abroad/>.

Faculty Internship Site Visit

Endicott College's Faculty Internship Site Evaluation

Reflection Tool in Brief:

Endicott College requires multiple internships for all bachelor's level students: two 120-hour internships and one semester-long internship. During the semester-long internship, students return to campus once per week to attend a seminar with their internship faculty supervisor. This supervisor also makes one visit to the internship site and uses the form below to evaluate both student performance and the quality of the internship being provided by the employer.

Semester Internship Faculty Site Evaluation

Student Name: _____ Major: _____

Internship Site: _____

Site Supervisor Name and Title: _____ Date: _____

Learning Goals

The Faculty Site Visit is a great opportunity for faculty to learn more about the learning that is taking place at the site and to address any areas of concern early on in the semester. Please take the opportunity to ask about progress on the Learning Goals and if any adjustments need to be made to the Learning Agreement. Are you satisfied that the student is making progress on their goals? If not, please explain why and how this will be addressed.

Site Supervisor Evaluation

Please review the evaluation criteria on the Site Supervisor Evaluation form with the supervisor. The supervisor will need to complete the form near the end of the internship. A form will be sent by the Internship Program office. Please alert the supervisor to the fact that the evaluation will need to be returned right away for grading purposes.

Future Internships

Is the supervisor interested in posting an internship opportunity for next semester?

Yes No

If so, please give them the "Internship Opportunity" form to post an internship on our Internship/Job Board. They can send the job description or the completed form to the internship office by email, fax, mail, or they can post themselves using the instructions on the form.

Faculty Internship Site Visit (cont.)

Endicott College's Faculty Internship Site Evaluation (cont.)

Feedback from Supervisor:

Discuss intern's basic work habits and punctuality; dress and conduct; adaptation to site; dependability; initiative; interaction with staff and clients. Note any supervisor concerns or recommendations.

Please remind the Site Supervisor that we will need the Site Supervisor Evaluation completed and returned to the college for grading. This form will be mailed to the site in November.

Please describe the student's experience of the site.

Has it been positive or negative? Why?

What is your overall impression of the site?

Would you recommend it for future interns? Why or why not?

What is the supervisor's impression of the program?

Any recommendations?

Other comments about the site.



Concurrent Internship Reflection

Northeastern University's Reflection Activities Throughout the Co-op

Reflection Tool in Brief:

Northeastern University requires all first-time co-op participants complete four "guided inquiries" or reflections concurrent with their co-op. The first is completed in the second month, the second in the fourth month, the third in the sixth month, and the last in the following semester.

First-Time Co-op Guided Inquiry

Guided Inquiry 1

1. Tell us about a typical day in your life at your co-op position. How do you spend your time? What types of decisions do you make at work? What types of decisions do you make outside of work? Describe at least one internal and at least one external motivator for you as you start co-op.
2. In what ways is your co-op experience (e.g. day-to-day tasks, personal projects, networking or other activities) contributing to your personal and professional learning objectives?

Guided Inquiry 2

1. Describe a challenge you have encountered during your co-op. What skills, knowledge, and personal qualities did you use to approach it? What, if anything, did you learn from it?
2. What opportunities have you had during your co-op to apply skills and/or knowledge that you learned in the classroom? Please provide one or two examples.

Guided Inquiry 3

1. Tell us about a typical day in your life as a member of this profession. How do you spend your time? What types of decisions do you make now that you are approaching the end of this co-op?
2. Revisit your responses to Guided Inquiry 1 . How are they different or similar to the answer that you just gave in Guided Inquiry 3? Have any of the motivators that you mentioned changed in importance? Which are no longer motivators? What new motivators do you have?
3. Based on the experiences that you have had during this co-op, what new skills and knowledge have you developed? What are new skills and knowledge you would like to acquire when you return from co-op and why do you need them? Which of these do you expect that you will learn through your coursework? For those you want to learn outside of the classroom, where do you expect to learn them?

Guided Inquiry 4

1. Refer back to your answer to reflection 2 where you described a challenge. With what type of mindset (growth or fixed) had you approached that challenge? Having had the experiences that you have had since, would you approach it differently today? Why or why not?
2. What are some connections between the work you were doing in co-op and the work that you are now doing in your classes? Describe where the skills or knowledge that you acquired during co-op applies to your day-to-day activities.
3. Describe an ideal future co-op experience. How will it be different from, and/or built on, your co-op experience and coursework? What additional skills or knowledge will you want to acquire? In what ways will you be a different person than you were when you started your first co-op?

On-Campus Position Mid-year Review

Ryerson University's Supervisor-Guided Reflection and Planning Exercise

Reflection Tool in Brief:

Having upgraded all work-study positions on campus into "Career Boost" positions with demonstrable learning outcomes and career reflection, Ryerson University needed to provide student worker supervisors with materials to guide them through their new responsibilities. The following is a document supervisors use during mid-year review sessions with their student workers to both examine their performance so far and plan for improvement across the next term.

Midterm Checkpoint

The midterm checkpoint allows both the supervisor and student staff member to reconvene and review the goals that need to be accomplished by the end of the term of the student's contract. This opportunity will also allow both the supervisor and student to reflect on the student's specific learning outcomes to ensure this they are being met through the work experience program.

Student Staff: _____

Date: _____

Department Goal Updates: How does your day-to-day work contribute to our department?

Learning Outcomes Update: What learning outcomes do you feel you are achieving/have achieved?

On-Campus Position Mid-year Review (cont.)

Ryerson University's Supervisor-Guided Reflection and Planning Exercise (cont.)

Student's Goal Update: How are your goals progressing? What has been going well, where could you use guidance?

Reflection Question: What has been a success for you in your work with us?

University of Kentucky's Guidance for Faculty Requiring Study Abroad Journals

Reflection Tool in Brief:

For those University of Kentucky faculty who choose to include a journaling assignment for students in study abroad, the University of Kentucky Faculty Toolkit¹ provides both faculty guidance on how to administer the assignment and a sample explanation for distribution to students (see next page).

Journaling Across Cultures¹

Objectives

1. To record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self discovery.
2. To integrate experiences and reflections into academic learning and personal growth.
3. To understand that writing is not just a tool for displaying knowledge but also for acquiring knowledge.

Description

Requiring students to keep a journal is a widely used teaching strategy because it helps students record their learning experiences, documents learning and growth, and helps students cope with intercultural adjustment. The journal is structured to encourage students to record thoughts and events experienced in the course, and also to reflect on them in the context of global citizenship and academic development.

Procedures

1. The assignment should be described in the course syllabus and should contribute to the course grade. Students should be given the assignment description preferably a few weeks before the international travel component. Explain the required structure for the journal (three sections), the evaluation frequency and criteria, and the top ten tips for effective journaling.
2. The frequency for grading the journals will depend on the course length and structure of the in-country itinerary. Determine dates periodically throughout the semester when the journals will be due.
3. When grading journals, give an evaluative grade as well as written feedback. At the end of the course, students should turn in their journals for a final evaluation.
4. Facilitate students' involvement with journaling by allocating time in the day for the task and by pointing out events, experiences and comments/questions that students may later want to record in their journals.
5. An excellent resource for supplemental reading on analytical writing in study abroad is Wagner and Magistrale's, *Writing Across Culture: An Introduction to Study Abroad and the Writing Process* (1995).
6. Optional: When technology is available, consider allowing students to keep an electronic journal. (Also see Tool 6, Blog Abroad.)

Evaluation

Journals should be reviewed and graded at least once before the international travel component and then periodically during the time abroad. When appropriate, students should be requested to make post-trip journal entries. At each reading, assign an evaluative grade to each section as well as providing written feedback. When the journal is submitted for final evaluation, calculate a quantitative grade considering that evaluative grade.

Time Requirement

Approximately 20-30 minutes required for explanation of assignment (pre-departure)

1) Adapted by D. Morais & A. Ogden, 2009 from Paige R, Cohen A, et. al, *Maximizing Study Abroad (2nd Edition)*, Minneapolis, MN, University of Minnesota, 2006.

Sources: "Journaling Across Cultures," University of Kentucky Education Abroad Faculty Toolkit, <http://www.uky.edu/toolkit/node/17>; D. Morais & Ogden, 2009.

Study Abroad Journaling (cont.)

University of Kentucky's Student Study Abroad Journal Instructions

Journaling Across Cultures¹

Introduction:

One of the most valuable and relatively painless activities you can do to enhance your international and intercultural experience is to keep a journal. No matter how amazing and unforgettable your experience may seem, it doesn't take long before your memories begin to fade. Keeping a journal gives you a record of events, activities, and thoughts. More importantly, it actively engages you in your personal overseas journey through thinking, interpreting and analyzing intercultural experiences. It may also help you remember the academic content of the class and will help you articulate how this course is transforming you into a global citizen. Your journal will be read and graded once before the abroad course component and then periodically during and after the time abroad.

Goals:

The broad goal of this course is to support you in developing academically and as a global citizen. As you begin writing in your journal, keep in mind that writing of this nature is not just for displaying knowledge but can also be useful in acquiring knowledge, support, and expanding your initial perceptions of a new culture. Journaling encourages new ways of conceptualizing your international experiences.

Consider the following focus areas when making your journal entries:

- *Social Responsibility.* What experiences have you had that have influenced your perceptions of global interdependence and social concern for others, to society and to the environment?
- *Global Competence.* In intercultural encounters, it is important to have an open mind while actively seeking to understand the cultural norms and expectations of others and leveraging this gained knowledge to interact, communicate and work effectively outside your comfort zone. What experiences have you had that have forced you to recognize your limitations to engage successfully in intercultural encounters?
- *Global Civic Engagement.* International experiences often encourage students to recognize local, state, national and global community issues and to respond through actions such as volunteerism, political activism and community participation. Have you had experiences that have made you want to do something about local or global community needs?
- *Academic Self-Concept.* International education opportunities can bring about a newfound awareness of one's academic abilities, for the better in most cases. How has this international experience influenced your academic abilities and confidence?
- *Academic Self-Efficacy.* Similarly, studying abroad can require modifications in your approaches to studying and completing course work. How has your academic learning style developed as a result of this international experience?

Journal Structure: Please structure your journal as three distinct sections:

Expressives—In this section, reflect on the focus areas listed above. While you may have described an event in one of the other sections of the journal, you may then make an entry in this section to record what you thought and felt about that event. Consider how this is influencing your academic learning and your development as a global citizen.

1) Adapted by D. Morais & A. Ogden, 2009 from Paige R, Cohen A, et. al, *Maximizing Study Abroad (2nd Edition)*, Minneapolis, MN, University of Minnesota, 2006.

Sources: "Journaling Across Cultures," <http://www.uky.edu/toolkit/sites/www.uky.edu/toolkit/files/handouts/Journaling%20Across%20Cultures.doc>; D. Morais and Ogden, 2009.

Study Abroad Journaling (cont.)

University of Kentucky's Student Study Abroad Journal Instructions (cont.)

Impressions—This is the section of your journal where entries will be made chronologically. This section is for jotting down the places, people, events, concepts, ideas, smells, signs and other things you remember. Be detailed in this section with dates and the names of people, places, events, cities, etc. This is also a good place to attach brochures, maps, postcards and other meaningful materials.

Narratives—This section awakens/satisfies the storyteller in you. You will undoubtedly have many stories—good, bad, funny, and otherwise. Write about them in this section before you forget them. Tap into your descriptive abilities to create a vivid picture of what you experienced.

Evaluation:

The journal will be reviewed once before the abroad component of this course, periodically during your trip, and then one other time at the end of the course. Specific submission dates will be announced.

Top Ten Tips for Keeping a Journal:

Adapted from John Sunnycard (IES Abroad)

1. Number your pages and divide your sections early on. Decide which section you probably will be writing in more than others. Then, divide the rest of the journal somewhat equally among the other two sections.
2. A hardcover book is the best. A loose-leaf binder would work, but it's not as sturdy and may not survive your travels.
3. Try to write at least one entry every day. Date each entry.
4. Carry around a little notebook to write things down that you want to remember—names, places, quotes, descriptive words as they come to mind—and transfer them later into your *Impressions* section.
5. Include impressions from classroom lectures, discussions and assignments. By recording your impressions of your academic environment, you are actively using classroom material to enhance your cultural experience. You can compare and contrast what you learn in class with what you learn outside of the classroom.
6. Experiment! Assign yourself different personal research exercises such as: Interview a local person, and/or take time to sit and observe how people interact in coffee shops, theatres, or public places.
7. Ethnocentric moments are reactions based on your own cultural assumptions, to local situations and events. Recording an experience at the post office or a restaurant will help you to analyze your own cultural values. Re-reading them later on can be a source of a good laugh.
8. Record how people respond to you. You may feel misunderstood, uncertain how to respond or relate, or lost because people do things differently. By imagining how your actions might be interpreted differently by others, you can begin to understand different points of view.
9. Make it your own. Include photos, sketches, song lyrics, whatever inspires you. Tape memorabilia to the cover or inside, attach articles, photographs, or other special mementos. You may also wish to write in the local language. Keep a vocabulary section of new slang terms and expressions you have learned.
10. Critique your notebook. How do your perspectives change? What do you choose to write about, and how does this change? How do you see yourself growing academically and as a global citizen?

Sources: "Journaling Across Cultures,"
<http://www.uky.edu/toolkit/sites/www.uky.edu/toolkit/files/handouts/Journaling%20Across%20Cultures.doc>; D. Morais and Ogden, 2009.

Internship or Co-op Assessments

George Mason University's Employer Intern Evaluation Rubric

Reflection Tool in Brief:

To assist students as they reflect on their internship experiences, George Mason University asks employers to complete this evaluation of their intern's performance. The student is evaluated on seven key competencies (e.g., critical thinking, teamwork/collaboration) and three open-ended questions.

Employer Assessment

Student Name: _____ Supervisor Name: _____ Date: _____

After reviewing the career-readiness competencies listed below, please use the rating scale provided to rate your student's performance in their internship this semester.

Competency	Definition	Excellent	Above Average	Average	Below Average	Poor
Critical Thinking	Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.					
Leadership	Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.					
Professionalism /Work Ethic	Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.					

Internship or Co-op Assessments (cont.)

George Mason University's Employer Intern Evaluation Rubric (cont.)

Competency	Definition	Excellent	Above Average	Average	Below Average	Poor
Career Management	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.					
Teamwork/ Collaboration	Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.					
Information Technology Application	Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.					
Oral/Written Communications	Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.					

Internship or Co-op Assessments (cont.)

George Mason University's Employer Intern Evaluation Rubric (cont.)

Please provide your comments on the following questions:

What would you say is this student's greatest strength related to his/her internship performance?

What would you say is this student's greatest area of development related to his/her internship performance?

In order to be successful in the future, what would you encourage this student to stop, start, and keep doing related to their performance in their internship:

Stop: _____

Start: _____

Keep: _____



Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation

Reflection Tool in Brief:

Northeastern University requires that co-op employers complete an assessment of their co-op student's performance. The comprehensive assessment evaluates the student's professionalism, soft skills, industry-related skills, and also the structure and responsibilities of the co-op itself. The content is often later reviewed by the co-op faculty coordinator with the student to facilitate the student's reflection on their experience. The information may also be used to inform future internship placements with that employer.

Employer Assessment of the Co-op Student

Introduction

The goal of this Cooperative Education assessment is to understand the experiences that you had working with this student during their most recent/current co-op. To enhance the student's learning experience, the co-op faculty coordinator, advisors, and the student may review your responses. In addition, unidentified responses may be aggregated with other employer evaluations to continuously support university-wide improvements to the co-op program.

Directions

Completing the questions will take about 20 minutes.

For the following statements, please indicate how much you disagree or agree. If you do not think it applies to the student's most recent co-op experience, indicate "not applicable." If you are not sure if the statement is applicable to their co-op experience, indicate "not sure."

The student demonstrated adequate prior knowledge and skills to be able to identify challenges.



The student demonstrated adequate prior knowledge and skills to solve problems.



When faced with new challenges, the student demonstrated adequate critical thinking skills.



Please describe at least one example of how this student identified and solved challenges in the work place.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

During this co-op, what did you see as particularly challenging for this student, and how did he/she address it/them, if at all?

For the following statements, please indicate how much you disagree or agree.

During this co-op, the student behaved in a professional manner (e.g., punctual, dressed appropriately).



The student refrained from using their cell phone and/or social media for personal use (e.g., texting, personal phone calls, Facebook, Twitter).



The student reacted to constructive criticism from their supervisor(s) and/or colleague(s) in a professional manner (e.g., listened to the criticism, reflected on it, and changed work/behavior if necessary).



The student followed the ethical standards set by the profession.



Please explain.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

For the following statements, please indicate how much you disagree or agree. If it does not apply to the students' recent experience in co-op or the student did not have the opportunity during their co-op, indicate "not applicable/did not have the opportunity." If you are not sure if the statement is applicable to the students' co-op experience, indicate "not sure."

Learning opportunities are situations where the opportunity to learn a valuable skill or knowledge exist. For example, a student who attends a meeting takes this opportunity to ask questions (during or after) to learn about the strategy or decision-making process.

The student took advantage of learning opportunities.



The student built upon his/her existing skills and knowledge to engage in new activities and/or projects.



The student demonstrated new knowledge and skills as a result of engaging in new activities and/or projects.



The student took initiative to learn new skills and/or gain new knowledge.



The student demonstrated initiative on work-related tasks.



The student worked efficiently independently.



The student worked effectively in teams.



Source: "Student and Employer Co-op Experience Assessments," Northeastern University, May 2014, http://www.northeastern.edu/ashcoop/employers/performance_evaluation/documents/Employer_Coop_Eval_914.pdf.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

The student adapted the way he/she communicated in writing so that it was appropriate for the person or group of people they were addressing.



The student adapted the way he/she spoke so that it was appropriate for the person or group of people they were addressing.



The student demonstrated effective listening skills.



This co-op emphasized the importance of being accountable for commitments that the student made.



The student reached out to others for feedback about how to improve his/her work.



I saw evidence of the student working to improve their work.



The student worked well with others, regardless of an individual's background, culture, beliefs, and lifestyle.



Please explain.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Please list three to five **primary** roles and responsibilities of the student on this co-op. Then, please identify how much time the student spent performing the work-related activities you listed. (Please note that these are approximations and do not have to total 100% of the student's time at work.)

← ○ Very little of their time (less than 20%) ○ Some of their time (approximately 20-40%) ○ About half of their time (approximately 40-60%) ○ Majority of their time (approximately 60-80%) ○ All of their time (more than 80%) →

← ○ Very little of their time (less than 20%) ○ Some of their time (approximately 20-40%) ○ About half of their time (approximately 40-60%) ○ Majority of their time (approximately 60-80%) ○ All of their time (more than 80%) →

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Have the student's primary roles and responsibilities changed since the start of their co-op?

- Yes No Don't know

Please explain.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Does the job description that the student applied for adequately represent the work that the student actually did?

- Yes No

Please explain.

On average, did the student work the number of hours expected?

- Yes No

Please explain.

The following questions pertain to the student's learning outcomes/goals. Learning outcomes/goals are statements that clearly identify what the student should know and be able to do by the end of the co-op. For example, "The student should be able to apply knowledge and skills in a co-op environment and in doing so, gain a deeper understanding of the industry."

As the student's direct supervisor, the student and I discussed their learning outcomes/goals.

- Yes No I am not the student's direct supervisor

As the student's direct supervisor, the student and I discussed their roles and responsibilities for this job.

- Yes No I am not the student's direct supervisor

If you, as the direct supervisor, and the student discussed the learning outcomes/goals, when during the co-op did this conversation FIRST take place?



Source: "Student and Employer Co-op Experience Assessments," Northeastern University, May 2014, http://www.northeastern.edu/ashcoop/employers/performance_evaluation/documents/Employer_Coop_Eval_914.pdf.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Please identify how well the students achieved their learning outcomes/goals for this co-op. If the learning outcomes/goals have changed throughout the co-op, please identify the most recent versions. (Please check all that apply and/or specify any other learning outcome/goal not listed.)

Able to accurately describe and discuss the industry.



Continue to build communication skills



Deepen and improve a particular skill through application.



Learn a new skill.



Continue to develop personal skills (e.g., work ethic).



Continue to develop professional skills.



Continue to build practical skills.



Source: "Student and Employer Co-op Experience Assessments,"
Northeastern University, May 2014,
http://www.northeastern.edu/ashcoop/employers/performance_evaluation/documents/Employer_Coop_Eval_914.pdf.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Other (please specify). _____



I am not aware of the student's learning outcomes/goals.

Please indicate how much you disagree or agree with the following statements.

The student demonstrated potential in this industry/field/discipline.



If I could do it all over again, I would hire this student for this co-op.



I would hire this student for a different co-op.



If there were an opportunity, I would offer this student a full-time position.



I would recommend this student to another employer.



Please explain you responses above.

Source: "Student and Employer Co-op Experience Assessments," Northeastern University, May 2014, http://www.northeastern.edu/ashcoop/employers/performance_evaluation/documents/Employer_Coop_Eval_914.pdf.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Overall, how satisfied were you with this co-op student?



How many times did you discuss the student's overall job performance with the student?



Did you, as the direct supervisor, discuss with this student your evaluation of their overall performance?



How many years (including this one) have you directly supervised interns/co-op students? (Please include non-Northeastern University students.)



In the last two years, approximately how many interns/co-op students (including this one) have you directly supervised? (Please include non-Northeastern University students.)



Is there anything else you would like to tell us about this co-op student?

Thank you for completing this "Employer Assessment of the Co-op Student!"

Study Abroad Course

Northwestern University's Post-Study Abroad Reflection Course

Reflection Tool in Brief:

Northwestern University offers students returning from study abroad the opportunity to continue their studies of their host country in class the following semester. The course begins with a reflection on personal experiences abroad, introduces students to anthropology and cultural analysis, and guides students through the process of developing a research proposal on their host country for possible future analysis in a senior thesis or fellowship.

Reading and Writing Culture: A Course for Study Abroad Returnees Syllabus

1. Course Description

This course is designed for students who have studied abroad for Northwestern credit and wish to continue learning about their host country and reflecting on their experience. Students will share their insights and experiences with each other through class discussion as well as through various personal and analytical writing assignments. They will also read and discuss articles related to the theory and practice of cultural analysis, especially of foreign cultures. Course readings will come primarily from anthropology and will revolve loosely around the theme of "cross-cultural encounters."

For the final project, students will write a research proposal that articulates a question for further investigation.

In most cases, the topic will address an issue related to the host country, such as gender or race relations, diversity, media portrayals of the U.S., environmental activism, European integration, etc. Students may elect to explore an issue in the U.S. that pertains to the host country culture (for example, a student who studied in Bolivia may research English learning among Bolivian immigrants in Chicago). In developing the final research proposal, students will work closely with the instructor, their classmates, faculty from the Writing Program, and staff from the Office of Fellowships and the Northwestern library. They will also seek advice from faculty members in the academic department most related to their proposal.

Through this final project, students will learn to identify and formulate a research question—a skill that is crucial to all fields. Students are encouraged to use their final research proposal as the basis for further academic work, in the form of a senior thesis, independent study, fellowship, or postgraduate studies. But for some students, the proposal will be an end in itself—and they will have learned more about their study abroad country, and their own experience there, in the process of developing the proposal.

2. Course Goals

Through reading, writing, discussion, and library workshops, this course aims to help students do the following:

1. reflect personally and intellectually on their study abroad experience
2. from that experience, identify and develop a particular issue of interest for further research
3. gain a broader understanding of cultural and social issues in different regions of the world and some of the ways in which researchers study these issues
4. learn the process of identifying and formulating a research question.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

3. Course Policies

Assignments

The course is divided into three units: Unit 1: Reflecting on Study Abroad, Unit 2: Studying Culture, and Unit 3: Writing Culture—Developing a Research Proposal. In Unit 1, you will submit two written Reflections each of 3-5 pages (see Assignment at end of syllabus). In Unit 2, you will submit two written Reading Conversations each of 3-5 pages (see Assignments at end of syllabus). In Unit 2, you also will complete two short assignments related to developing a research proposal, to help you start identifying possible topics. In Unit 3, you will complete a more extended series of assignments aimed at helping you develop a research proposal, including peer review sheets to be used in small group workshops. The capstone assignment will be the Final Portfolio, which will include a project abstract, a research proposal of five to seven pages, an annotated bibliography, and a short reflection.

Assignments will be submitted either on [the LMS] or in class. Please contact me in advance if you expect to have difficulties turning in an assignment on time.

Presentations

Each student will present one time, either during Unit 1 or Unit 2. Students who present during Unit 1 will read their Reflection for that day to the class and then facilitate class discussion around one question or idea related to the readings and the Reflection. Students who present during Unit 2 will prepare a presentation with their co-presenter, based on the readings and their Reading Conversations. They will share with the class the key terms and main points that they identified in the readings, and the significance of the readings to their experience/research interests/study abroad countries. They will then facilitate class discussion around a few main questions or ideas from the readings/their presentations.

I'll facilitate discussion with you!

Grades

Units 1, 2, and 3: 25% each, calculated as follows:

- Attendance, including outside library sessions and instructor meetings, 5%
- Class Participation, including facilitation of class discussion, 5%
- Written Assignments, excluding the final Portfolio, 15%

Final Portfolio: 25%

Date	Topic	Reading	Writing and outside Assignments
Week 1, Class 1	Introduction to Course and Unit 1		Bring a photograph and meaningful memento or email from your study abroad experience (related to your host country, not a travel experience). Be prepared to share stories with the class. <i>Outside Assignment:</i> Meet with the instructor for 15 minutes this week or next to talk about your experience abroad and your personal goals for this course. For the meeting, please write a few paragraphs about an object that was meaningful to you abroad (same or different from what you brought to the first class).

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Date	Topic	Reading	Writing and outside Assignments
Week 1, Class 2	Unit 1	Start reading <i>Tonderai</i> or <i>Learning to Bow</i>	Reflection: Relate a meaningful moment from the book to a meaningful moment from your experience. Focus on a single passage or section, and reference it at the beginning of the Reflection.
Week 2, Class 1		Complete <i>Tonderai</i> or <i>Learning to Bow</i>	Reflection: Discuss an interaction that you had with a local person OR a meaningful article/book/movie related to your host country and why it is meaningful. Focus on a single passage or section, and reference it at the beginning of the Reflection.
Week 2, Class 2		Read <i>The Concept of the Foreign</i> , Preface and Ch. 2 "Belonging, Distance" and Ch. 6 "Foreign Bodies: Engendering Them and Us"	Reflection: Discuss a time when you felt "foreign." Focus on a single passage or section from today's readings, and reference it at the beginning of the Reflection. You may also include discussion of previous readings, if you like.
Week 3, Class 1		Read <i>Letters of Transit</i> , Foreword and two essays of your choice	<ul style="list-style-type: none"> Reflection: Discuss a time/place/experience that made you think of home—explore the connections. Focus on a single passage or section from today's readings, and reference it at the beginning of the Reflection. You may also include discussion of previous readings, if you like. Complete Research Proposal Assignment #1: Notes on Initial Research Ideas and post it to your online Geographical Group. <p><i>Outside Assignment:</i> Library Research Workshop on Identifying a Research Topic is this week.</p>
Week 3, Class 2	Identifying Research Topics and Questions: Discussion and Small Group Workshops (Geographical)	Read <i>The Craft of Research</i> , pp. 37-55	Complete a Peer Review Sheet on Research Topics for each member of your Geographical Group. Bring 2 copies of each to class: 1 to submit to the instructor and 1 to give to the writer at the end of class. Also of course bring a copy of your own assignment to class. <i>Optional:</i> Meet with the instructor this week or next to discuss your initial ideas about research topics.
Week 4, Class 1	Global Capital	See Reading Assignments	Reading Notes <i>Outside Assignment:</i> Schedule small group library workshops for next week. <i>Note:</i> Unit 1 grades and comments will be handed out today.
Week 4, Class 2	Global Structures	See Reading Assignments	Reading Notes
Week 5, Class 1	Immigration	See Reading Assignments	Reading Notes <i>Outside Assignment:</i> Small Group Library Workshops on Formulating a Research Question are this week (Small Groups: Geographical).
Week 5, Class 2	Commodity Flows Unit 2 Review	See Reading Assignments	Reading Notes
Week 6, Class 1	Introduction to Unit 3	Read for your proposal	Complete Research Proposal Assignment #2: Moving from a Research Topic to a Research Question and post it to your online Geographical Group. Bring a copy to Class on Thursday.

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural_learning/documents/syllabus-Hirsch.pdf.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Date	Topic	Reading	Writing and outside Assignments
Week 6, Class 2	Research Questions: Geographical Group Workshops	Read for your proposal	Complete the assignment, Peer Review for Research Proposal Assignment #2 . <i>Outside Assignment:</i> Meet with the instructor in the next two weeks to discuss your ideas. <i>Note:</i> Unit 2 grades and comments will be handed out today.
Week 7, Class 1	Successful Proposals: From Beginning to End	Read Erin Metz's 1 st draft proposal	Complete a Peer Review Sheet for Sample Proposal . Bring 1 copy to class to use in workshoping and then submit to the instructor.
Week 7, Class 2	General Discussion: Annotated Bibliographies/ Literature Reviews/ Research Questions	Read for your proposal	Complete a Draft of your Annotated Bibliography for your proposal. Submit the draft at the end of class.
Week 8, Class 1	Class cancelled to work on proposals	Read for your proposal	Complete Draft #1 of your proposal and post it to your online Geographical Group to discuss in the following class.
Week 8, Class 2	Workshop 1 st Drafts: Geographical Groups	Read for your proposal	<ul style="list-style-type: none"> Complete a Peer Review Sheet for Draft #1 for each member of your Geographical Group. Bring 2 copies to class: 1 to submit to the instructor and 1 to give to the writer at the end of class. Complete Draft #2 of your proposal and post it to your online Random Group to discuss next class.
Week 9, Class 1	Workshop 2 nd Drafts: Random Groups	Read for your proposal	Complete a Peer Review Sheet for Draft #2 for each member of your Random Group. Bring 2 copies to class: 1 to submit to the instructor and 1 to give to the writer at the end of class.
Week 9, Class 2	Wrap-up	Read for your proposal	Think about the relationship between your study abroad experience and your research question (one possible theme for your final reflection). Be prepared to share some thoughts.
Reading Week			<i>Optional:</i> Meet with the instructor to discuss your final proposal/portfolio. Make your appointment ahead of time.
Last class	FINAL PORTFOLIO DUE (You may also submit this earlier, during Reading Week)		Submit by email to the instructor.

Writing Assignments

Unit 1 Reflections

You must do 2 of the 4 Reflections assignments explained in the Unit 1 Assignments column. Each Reflection should be 3-5 double-spaced pages. Turn them in at the beginning of class. Be prepared to present and discuss your Reflections with the class. Within 24 hours after class, post your Reflection to [the LMS]. For weeks that you do not write a Reflection, you should still think about the assignment in relation to the readings and be prepared to share your thoughts in class.

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Unit 2 Reading Conversations: Synthesizing the Arguments

Choose two weeks to write Reading Conversations of 3-5 double-spaced pages. They are due at the beginning of class. At least one Conversation must include a reading that you find on your own (you may include more if you like). This reading should be about the topic for the day as it relates to your research interests and/or study abroad country.

As you read each article, take your own notes on the following questions (not to be turned in):

1. What is this article about, specifically?
2. What methods does the author employ in her research?
3. What are the key terms in this article? List 2-3.
4. What is the author's argument, specifically? Include: what is she arguing against or, what gap is she addressing?
5. What broader debates does her argument contribute to?

Then, in your Reading Conversation, discuss all the articles in relation to each other, in terms of the day's topic. Pick out the main, overarching arguments and discuss how they fit together. Make sure to give some specific examples to support your points (include page numbers).

When applicable, at the top of the page, include full citations of the articles that you read in addition to the core readings (articles that you chose from a list on the syllabus, or articles that you found related to your research/country), and write a one-paragraph summary of these articles (your notes on number 1 above) and their arguments (your notes on number 4 above).

To conclude your Conversation, discuss the significance of this week's topic to you (1-2 points). You may focus on the topic in general or on one particular article. Relate it to your study abroad experience, and/or your research interests, and/or an issue related to your study abroad country. If you do not feel that you know anything about this week's topic as it relates to your host country, you may need to do a little bit of research (e.g., read some newspaper articles online from a newspaper from your country, find an article that explores this topic in your host country, etc.).

The two steps involved in this assignment will help you develop the reading and analysis skills that you will use in writing a literature review. First, you read into specific articles; then, you read out of them into a broader conversation, that is based on multiple articles/resources but shaped by you.

Within 24 hours after class, post your Conversation to [the LMS]. For weeks that you do not write Conversations, you should still think about the assignment questions and be prepared to share your thoughts in class.

Research Proposal Assignments: Unit 2 and 3

These assignments will be handed out separately later in the quarter.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Reading Assignments for Unit 2: Studying Culture

Global Capital

Read:

- *The Anthropology of Globalization*, ed. by Jonathan Xavier Inda and Renato Rosaldo: Introduction (Blackboard) plus Ch. 4 "Designing Women: Corporate Discipline and Barbados's Off-shore Pink-collar Sector," by Carla Freeman
- "Cosmopolitans in the Bush and at the Millennium," by Charles Piot
- *Optional*: find another article on your own—the effect of global capital on countries/communities

Optional Readings—Psychological Anthropology:

- "Culture, Gender, and Work in Japan: A Case Study of a Woman in Management," by Jennifer Hirsch (focus on single-person identity)
- "Shopping' for the Future: Culture Change, Border Crossings, and Identity Options of Teenagers from the C.I.S.," by Fran Markowitz (study abroad)

Global Structures

Read:

- *An Anthropology of the European Union: Building, Imagining and Experiencing the New Europe*, ed. by Irène Bellier and Thomas M. Wilson: Introduction
- One article from this book from Part I, which focuses on institutions
- One article from this book from Part II, which focuses on the effects of institutions on communities OR one of the following articles (or find your own—global structures, like the EU, NAFTA, Free Trade Agreement of the Americas, IMF, World Bank, etc.):
 - "Mixed Responses to Neo-Liberalism: Questioning Sustainable Development as a Remedy to Free Trade and Global Capitalism in Oaxaca, Mexico," by Catherine Newling
 - "Interpreting Social Movements: Bolivian Resistance to Economic Conditions Imposed by the International Monetary Fund," by June Nash

Immigration

Read:

- *The Anthropology of Globalization*, Ch. 7, "Mexican Migration and the Social Space of Postmodernism," by Roger Rouse
- "Cultural Citizenship as Subject-Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States," by Aihwa Ong
- One article from the following list (or find your own—immigration):
 - *Structuring Diversity: Ethnographic Perspectives on the New Immigration*, any chapter (see attached summary and Table of Contents)
 - "Social Boundaries Within and Between Ethnic Groups: Armenians in London," by V. Talai
 - "Chinese and European American Cultural Models of the Self Reflected in Mothers' Childrearing Beliefs," by Ruth K. Chao (psychological)
 - "Childhood and Community: On the Experience of Young Japanese Americans in Chicago," by Mark J. Gehrie (psychological)

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

- “Polka Bands and Choral Groups: The Musical Self-Representation of Polish-Americans in Detroit,” by Paula Savaglio
- “Language Use and Media Orientations in Bilingual Mexican-Origin Households in Southern California,” by Adalberto Aguirre, Jr.
- “Issues in Access to Healthcare: The Undocumented Mexican Resident in Redmond, California,” by Erin Moore
- “Putting Power in the Anthropology of Bureaucracy: The Immigration and Naturalization Service at the Mexico-United States Border,” by Josiah McC. Heyman

Commodity Flows

Read:

- *The Anthropology of Globalization*, Ch. 12, “The Global Traffic in Human Organs,” by Nancy Scheper-Hughes
- From *Re-Made in Japan: Everyday Life and Consumer Taste in a Changing Society*, ed. by Joseph Tobin, choose one of the following chapters (or find your own article—commodities):
 - Ch. 6, “Images of the West: Home Style in Japanese Magazines,” by Nancy Rosenberger
 - Ch. 9, “A Japanese-French Restaurant in Hawaii,” by Jeffrey Tobin
 - Ch. 10, “The Aesthetics and Politics of Japanese Identity in the Fashion Industry,” by Dorinne Kondo
 - Ch. 12, “‘Bwana Mickey’: Constructing Cultural Consumption at Tokyo Disneyland,” by Mary Yoko Brannen
 - Ch. 13, “Tango in Japan and the World Economy of Passion,” by Marta E. Savigliano
- From *Media Worlds: Anthropology on New Terrain*, ed. by Faye Ginsburg, Lila Abu-Lughod, and Brian Larkin, choose one of the following chapters (or find your own article—media crossing borders):
 - Ch. 1, “Screen Memories: Resignifying the Traditional in Indigenous Media” (Canadian Inuit and Australian Aborigines)
 - Ch. 6, “Epic Contests: Television and Religious Identity in India”
 - Ch. 8, “Television, Time, and the National Imaginary in Belize” (U.S. television influence in Belize)
 - Ch. 10, “A Marshall Plan of the Mind: The Political Economy of a Kazakh Soap Opera” (British media influence in Kazakhstan)
- NOTE: You may find your own article in place of **either** a chapter in *Re-Made in Japan* **or** a chapter in *Media Worlds*, but not both.

Optional Readings:

- “From Kashrut to Cucina Ebraica: The Recasting of Italian Jewish Foodways,” by Steve Siporin
- “Going to McDonald’s in Leiden: Reflections on the Concepts of Self and Society in the Netherlands,” by Peter H. Stephenson
- “Local Interpretations of Global Music,” by Andy Bennett (hip hop in England)

Books Read In Other Units of the Course

- *Tonderai: Studying Abroad in Zimbabwe*, by Perrin Elkin
- *Learning to Bow: An American Teacher in a Japanese School*, by Bruce S. Feiler
- *The Craft of Research*, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

- *Letters of Transit: Reflections on Exile, Identity, Language, and Loss*, ed. by André Aciman
- *The Concept of the Foreign: An Interdisciplinary Dialogue*, ed. by Rebecca Saunders
- *Structuring Diversity: Ethnographic Perspectives on the New Immigration*, edited by Louise Lamphere

Summary

The articles in this book explore relationships between new immigrants from multiple countries and established residents in the 1990s as they are structured within particular urban arenas: work sites, housing complexes, schools, and local government. The analyses connect the arena to the larger community, and the larger community to macro-economic and political processes. The central argument is as follows:

" . . . newcomers and established residents live in 'divided social worlds' characterized by separation and social distance. [. . .] We argue what is perhaps a controversial thesis: separation and division are not merely a matter of choice, language barriers, or cultural differences too difficult to bridge. They are also patterns supported and even created by the structure of the institutions in which newcomers interact with established residents. These institutions—corporations, school systems, city governments, and housing corporations—mediate and shape interrelations, often making it difficult for bridges to be built between new immigrants and others. Where interaction is fluid and where boundaries are transcended, the institutions themselves are being structured or even transformed to make participation and integration more possible. Our analysis teases out the importance of class and power as they operate in these local 'microlevel' settings, often pushing immigrants aside or giving them little voice in their everyday lives. It focuses our attention on the possibility and the necessity of changing these institutions if newcomers are to become more fully integrated into American life." (Preface, p.viii)

Table of Contents

1. The Price of a Good Steak: Beef Packing and Its Consequences for Garden City, Kansas. By Donald D. Stull, Michael J. Broadway, and Ken C. Erickson (anthropology and geography)
2. On Machines and Bureaucracy: Controlling Ethnic Interaction In Miami's Apparel and Construction Industries. By Guillermo J. Grenier, Alex Stepick, Debbie Draznin, Aline LaBorwit, and Steve Morris (sociology/anthropology)
3. RECOMMENDED: Life In Big Red: Struggles and Accommodations in a Chicago Polyethnic Tenement. By Dwight Conquergood (communication studies/performance studies)
4. Recent Economic Restructuring and Evolving Intergroup Relations in Houston. By Jacqueline Maria Hagan and Nestor P. Rodriguez (sociology)
5. Transcending Boundaries and Closing Ranks: How Schools Shape Interrelations. By Judith G. Goode, Jo Anne Schneider, and Suzanne Blanc (anthropology and linguistics)
6. The Politics of Diversity in Monterey Park, California. By John Horton (sociology)

Study Abroad Essay

University of Wisconsin-Eau Claire's Post-Study Abroad Reflection Essay

Reflection Tool in Brief:

This tool from the University of Wisconsin-Eau Claire provides an excellent example of how to encourage students to examine their study abroad experience within the larger context of international affairs. Students are asked to describe how their experiences abroad relate to concepts like diversity, international power dynamics, cultural or religious institutions, as well as how their experiences have affected them personally. Students at UW-Eau Claire that complete the assignment may be selected for participation in the Provost's Honor Symposium the following semester.

Critical Reflective Assignment: What I learned in my study abroad experience

As the world becomes ever more complex and inter-connected, it becomes increasingly important to recognize, analyze, and evaluate those complexities and connections between systems, institutions, and issues in local and global contexts, and across cultures. Global Learning also explores the personal and social responsibility required for ethical global citizenship and develops the skills necessary to thrive in a pluralistic and globally interdependent world. UW-Eau Claire has defined three elements to Global Learning, described below. Study abroad experiences foster opportunities for global learning in significant and transformative ways.

Reflecting on your study abroad experience, please answer each of the following questions individually, using concrete examples to support any observations made. You are expected to critically reflect on and evaluate your study abroad experience and its contribution to your intellectual understanding, personal growth, and professional/career aspirations. You should include the contributions of your coursework—as well as out-of-class experiences—in your answers. Avoid broad generalizations regarding the culture as well as your experience such as “it was great” or “It changed my life”. Support your statements with specific examples for a reader who has never been to this country.

1. Provide a brief introduction and overview of your study abroad experience (1-2 paragraphs).
- 2. Global Learning Element A: Demonstrate knowledge of the world's diverse cultures, environments, practices, or values.** While abroad, you may have encountered and engaged with a range of differences between your host country and the U.S. The experience of difference may have prompted you to reflect upon the nature of difference and how and why these differences exist and what they mean. Your return to the U.S. may have prompted further reflection upon difference.
 - a. Using one to two examples, explain how your study abroad experience advanced your knowledge and understanding of ONE of the following: the world's diverse cultures, environments, practices or values (2-3 paragraphs).
- 3. Global Learning Element B: Learn to evaluate global systems, institutions and relationships of power in a historical or geographical context.** You may have encountered and engaged with global, transnational forces and power (forces that shape societal and individual experiences in your host country, and/or in the U.S.). You might have begun to ask questions about global forces and global dynamics and the way that they shape societal and individual experiences. Or, you may have learned about education, the media, religions, marriage and the family, civil society, healthcare, or other formal or informal institutions.
 - a. Using one to two examples, describe how your study abroad experience has impacted your knowledge and understanding of ONE of the following: global systems, institutions, or relationships of power (2-3 paragraphs).

Source: "Critical Reflective Assignment," University of Wisconsin-Eau Claire, <http://www.uwec.edu/CIGE/progress/upload/4-Final-R2-Prompt-June-2015.pdf>.

Study Abroad Essay (cont.)

University of Wisconsin-Eau Claire's Post-Study Abroad Reflection Essay (cont.)

- 4. Global Learning Element C: Develop an understanding of the global implications of individual and collective actions.** As you study abroad, you may begin to question where you and your experiences, values, and actions fit within an increasingly globalized world. You may recognize that the choices that individuals and groups make have wide-reaching, transnational, even global effects. Using one to two examples, identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country.
- a. Using one to two examples, identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country. Or, if you prefer, identify and describe how a decision/lack of a decision made by people in your host community/country has impacted your home community/country (2-3 paragraphs).
5. Describe a disorienting experience that challenged your assumptions, and why you found it disorienting. How did the experience challenge your previous knowledge of the world's cultures, environments, practices, or values? How did the experience help you to understand how your decisions and the decisions of others have global implications? (2-3 paragraphs).
 6. Explore and reflect on how you see your study abroad experience integrating into your life. How has your study abroad experience changed your goals, aspirations, or perceptions? Are you or do you plan to do anything differently after returning home from this study abroad experience? (2-3 paragraphs).
 7. Finally, please attach two pictures, with captions, that illustrate what was important and meaningful about your experience.

Undergraduate Research Evaluation

George Mason University's Undergraduate Research Rubric

Reflection Tool in Brief:

George Mason University uses the rubric below to assess learning outcomes of undergraduate research such as distinguishing between personal beliefs and evidence and choosing the appropriate research method for scholarly inquiry. The rubric can also be used to guide faculty's development of a program by highlighting the learning outcomes that a curriculum, syllabus, or research assignment should target.

Students as Scholars Program Rubric

Mason's *Students as Scholars* initiative aims to improve student success through increased participation in and celebration of undergraduate research and creative activities. *Students as Scholars* helps to create inquiry-driven curriculum and independent scholarly experiences for all students to:

1. Understand the value of knowledge and how it is generated and communicated. (Discovery Outcome)
2. Engage in elements of scholarly inquiry. (Scholarly Inquiry Outcome)
3. Create an original scholarly project and communicate knowledge from the scholarly or creative project. (Research and Scholarship Intensive Outcome)

These outcomes are intended to be inclusive of all academic disciplines at Mason, and supportive of student development. The learning outcomes are organized to promote increasing levels of engagement with the process of scholarship, and increasing autonomy as students develop competence as scholars in their fields. The rubric identifies target levels of development for each learning outcome, shaping expectations for the developmental nature of collegiate learning.

The rubric does not assume a prescriptive or linear order of inquiry; rather, it recognizes that the process of discovery differs by scholarly field or project. While the scholarly questions, contexts, methods, and modes of communication vary, all undergraduate research and creative experiences must emphasize the iterative nature of discovery and constant attention to the process of inquiry at all levels and stages of the process.

Using the Rubric

The *Students as Scholars* Program Rubric can be used to: guide program development at the institutional as well as degree program levels; measure student achievement of learning outcomes across learning experiences; and contribute to the improvement of teaching and learning through faculty development activities.

Students as Scholars encourages faculty to adapt the rubric to use in ways that are relevant to courses and educational programs in their unique academic and professional fields. The rubric can be used to guide course and curriculum development by determining the level of student scholarly development as they enter a course, and the goals for students as they complete a course. Faculty can design learning activities that align with the student learning outcomes. The program rubric also can be adapted for evaluation of individual student research activities and products.

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Undergraduate Research Evaluation (cont.)

George Mason University's Undergraduate Research Rubric (cont.)

Student Learning Outcomes	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
CORE Articulate and refine a question, problem, or challenge.	Articulate and refine a novel, focused, and manageable question, problem or challenge that has the strong potential to contribute to the field.	Articulate and refine a focused and manageable question, problem, or challenge that may contribute to the field.	Articulate a question, problem, or challenge that is generally relevant and appropriate in scope.	Articulate a question, problem, or challenge that is too narrow or general to be addressed appropriately in a scholarly project.	Not yet able to articulate an appropriate scholarly question, problem, or challenge.
DISCOVERY Distinguish between personal beliefs and evidence.	Make accurate and nuanced distinctions among personal beliefs, opinions, claims and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence.	Begin to make distinctions among personal beliefs, opinions, claims and evidence.	Not yet able to recognize that there is a distinction among personal beliefs, opinion, claims, and evidence.
ETHICS Identify relevant ethical issues and follow ethical principles.	Identify and address a range of nuanced ethical issues throughout the inquiry process.	Consistently identify relevant ethical issues; demonstrate attention to ethical principles at all stages of the inquiry process.	Be able to identify some relevant ethical issues; demonstrate some attention to ethical principles at some stages of the inquiry process.	Begin to identify relevant ethical issues; demonstrate limited attention to ethical principles at any stage of the inquiry process.	Not yet able to identify relevant ethical issues.
METHOD Choose an appropriate research method for scholarly inquiry.	Choose or create sophisticated and effective methods for exploring an inquiry, and identify and responsibly address advantages and limitations of different methods.	Consistently choose effective methods for exploring an inquiry, and address advantages and limitations of those methods.	Sometimes choose effective methods for exploring an inquiry.	Be aware of some appropriate research methods, and begin to identify effective methods for exploring an inquiry.	Not yet aware of appropriate research methods for scholarly inquiry.
METHOD Gather and evaluate evidence appropriate to the inquiry.	Acquire high-quality information or data using sophisticated strategies; use nuanced criteria to judge the credibility of the evidence.	Acquire information or data using effective, well-designed strategies; consistently use appropriate criteria to judge the credibility of the evidence.	Acquire information or data using appropriate strategies; sometimes able to judge the credibility of the evidence.	Begin to recognize and apply appropriate strategies for gathering and evaluating information or data.	Not yet able to gather or evaluate evidence appropriate to the inquiry.

Source: "Students as Scholars Program Rubric," George Mason University, September 2016, <https://ira.gmu.edu/student-as-scholars/outcomes-rubrics/>.

Undergraduate Research Evaluation (cont.)

George Mason University's Undergraduate Research Rubric (cont.)

Student Learning Outcomes	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
METHOD Appropriately analyze scholarly evidence.	Provide sophisticated analysis or synthesis of new and previous evidence to make original, insightful contributions to knowledge.	Consistently analyze or synthesize new and previous evidence to make important contributions to knowledge.	Analyze or synthesize new and/or previous evidence appropriate to the inquiry.	Demonstrate a limited ability to analyze or synthesize evidence.	Not yet able to analyze or synthesize information or data.
CONTEXT Explain how scholarly inquiry has value to society.	Articulate a nuanced understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, and global contexts. Astutely identify and explain broad implications of, and questions raised by, the project.	Articulate an understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, or global contexts. Consistently identify and explain implications of, and questions raised by, the project.	Articulate a general understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, or global contexts. Identify some implications of, and questions raised by, the project.	Begin to articulate the value of research and creative inquiry to individuals or communities in some local, civic, professional, or global contexts.	Not yet able to explain the value of scholarly inquiry to society.
CONTEXT Explain how knowledge is situated and shared in relevant scholarly contexts.	Explain multiple and innovative pathways for dissemination of scholarship. Place the inquiry within a comprehensive scholarly context. Be able to make insightful connections between, and acknowledge limitations in, own and others' work.	Explain relevant pathways for dissemination of scholarship. Consistently place the inquiry within a scholarly context and be able to make explicit connections between own and others' work.	Explain general pathways for dissemination of scholarship. Place the inquiry within a scholarly context and be able to make some connections between own and others' work.	Begin to articulate how scholarly knowledge is disseminated. Begin to make some connections between own and others' work.	Not yet able to explain how scholarly knowledge is disseminated.

Source: "Students as Scholars Program Rubric," George Mason University, September 2016, <https://ira.gmu.edu/student-as-scholars/outcomes-rubrics/>.

Undergraduate Research Evaluation (cont.)

George Mason University's Undergraduate Research Rubric (cont.)

Student Learning Outcomes	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
<p>CREATION Take responsibility for creating and executing an original scholarly or creative project.</p>	Independently design a project that makes original contributions to knowledge, make sophisticated modifications to research or design strategies as the project progresses, and successfully complete the project.	In consultation with a faculty mentor, design a project that has the potential to make contributions to knowledge, appropriately adapt research or design strategies as the project progresses, and complete the project.	Under the direction of a faculty mentor, design and execute a project plan.	With substantial faculty oversight, design and execute some elements of a project plan.	Not yet able to design or execute a plan for a scholarly project.
<p>COMMUNICATION Communicate knowledge from an original scholarly or creative project.</p>	Communicate—with clarity, accuracy, and fluency—the results of a scholarly or creative project through publishing, presenting or performing, employing highly-effective conventions appropriate to the audience and context.	Clearly communicate the results of a scholarly or creative project through publishing, presenting or performing, consistently employing conventions appropriate to the audience and context.	Communicate knowledge from scholarly or creative project through writing, presenting, or performing, employing some conventions appropriate to the audience and context.	Begin to communicate about a scholarly or creative project through writing, presenting, or performing, with some awareness of the audience and context.	Not yet able to communicate knowledge from a scholarly or creative project.

Source: "Students as Scholars Program Rubric," George Mason University, September 2016, <https://ira.gmu.edu/student-as-scholars/outcomes-rubrics/>.

Service-Learning

Santa Monica College's Service-Learning Reflection

Reflection Tool in Brief:

Santa Monica College compiled the tool below to aid faculty developing service-learning courses. It outlines models for reflection (e.g., ORID), various in-class and out-of-class reflection activities (e.g., journaling, portfolios), and guidelines to consider when developing a reflection activity.

The Importance of Reflection in Service-Learning

1. What is critical reflection?

- a. "Reflection is simply another word for learning. What distinguishes it from some other forms of learning is that 'reflection' grows out of experience."
- b. Through reflection students analyze concepts, evaluate experiences, and form opinions. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning and new knowledge.
- c. Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the process of looking back on the implications of actions taken—good and bad—determining what has been gained, lost, or achieved, and connecting these conclusions to future actions and larger societal contexts.
- d. Reflective thinking is not only an organic component in the learning cycle, it is simultaneously the very ground from which knowledge and belief spring. Reflective thinking, in short, is both process and product. As such, reflective thinking is key in experiential learning theory and the "operational linchpin" of service-learning pedagogy.

2. Why reflect?

- a. Consider Kolb's definition of learning: the process whereby knowledge is created through the transformation of experience. The "transformation" is reflection.
- b. Reflection is an essential process for transforming experiences—gained from the service activities and the course materials—into genuine learning. It is crucial for integrating the service experience with the course material. It enhances students' critical understanding of the course topics and their ability to assess their own values, goals, and progress.
- c. Reflection improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving, and students' ability to learn from experience. Reflection promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities.
- d. Reflection in service-learning leads students to new "Ah-Ha Moments."
- e. "The experiences of the students we encountered through this study emphasize that reflection is the glue that holds service and learning together to provide optimal educative experiences." Eyler, Giles and Schmiedes, *A Practitioner's Guide to Reflection in Service-Learning*.

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

3. How can reflection be facilitated in the classroom?

- a. Effective reflection depends on appropriate contexts and real problems and issues.
- b. The culture of the class community must be one in which students feel included, respected, and safe.
- c. The dialog among instructor and students must be meaningful to the students. By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them.
- d. If used in faddish or mandated ways without understanding and appreciation of the larger perspectives, it does not serve its intended purpose.

4. Principles of Good Practice for Effective Reflection:

- a. links service objectives to the course objectives by integrating the service experience with course learning;
- b. is guided and purposeful;
- c. occurs regularly within the course;
- d. includes components that can be evaluated according to well-defined criteria;
- e. provides opportunities for both private and public reflection;
- f. fosters civic responsibility;
- g. Eyler, Giles and Schmiedes, *A Practitioner's Guide to Reflection in Service-Learning* identify "The 4 Cs of Reflection"
 - i. **Continuous** in time frame. An ongoing part of the learner's education and service involvement, this allows students to formulate new ideas following Kolb's Cycle of Learning
 - ii. **Connected** to the intellectual and academic needs of those involved. This is where the connection between real life experiences and course material are compared and become relevant.
 - iii. **Challenging** to assumptions and complacency. Reflection must challenge students and provoke thought in a more critical way.
 - iv. **Contextualized** in terms of design and setting. Faculty determine if the reflection is appropriate for the context of the service-learning experience, thus adding to the linkage between thinking about course content and actually applying it.

5. The ORID Model: This model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It mirrors the Kolb learning cycle and may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the course of the semester.

- a. **Objective:** Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved, what was said? What happened as a result of their work?
- b. **Reflective:** Next introduce questions that address the affective experience. How did the experience feel? What did it remind them of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?
- c. **Interpretive:** Then ask questions that explore their cognitive experience. What did the experience make them think? How did it change their thinking about...? What did they learn? What worked?

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

- d. Decisional:** Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices or their use of new information, skills or technology?

Reflection Activities and Questions

- When facilitating reflection, vary the activities to accommodate multiple learning styles
- Create a **reflective classroom**, rather than just adding a reflective component.

Group Discussions

The groups may involve either the entire class or just small numbers of students. If they are small groups, the instructor may allow students to choose their own group members, or s/he can set criteria for group composition (e.g., no groups composed of a single ethnicity or gender), or s/he can assign students to groups. The group members exchange ideas about the course topics and/or the service experiences. The instructor may either pose general or narrowly focused questions for discussion. A scribe may be assigned to submit a summary of the discussion to the instructor.

Oral reflection (feelings, expertise, cognition) helps students express their feelings, concerns, and frustrations. Done in class, this fosters a sense of bonding and trust. Students can be encouraged to participate in a cognitive approach by directing oral reflection. This requires a series of four questions:

- What was done?
- What does it mean?
- How did it come to be this way?
- How might things be done differently?

Journals

Most instructors find that written journals provide a valuable springboard for critical reflection.

Journals are tools for facilitating critical reflection, but may not necessarily assure critical reflection unless they are specifically structured to do so.

Students may be asked to keep a journal as they engage in the service experience. The journals should not merely be simple inventories of events. They should address situations objectively, subjectively, and analytically. Instructors may provide questions to guide students in addressing issues and should review the journals periodically. It is helpful to offer written comments, questions and feedback that will encourage, challenge and essentially provide a dialogue that deepens the students' thought process.

Journal writing encourages students to react to issues, elaborate on issues, or think about the future. Journals are effective in helping students sort through their feelings, think critically, and solve problems. Faculty responses to journal writings should be helpful to the writer:

- On the one hand, responses must be extensive enough to let students know that their journals have received serious consideration.

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

- On the other hand, responses should make realistic use of instructors' time and not inhibit students' future writing.

The purpose of journal writing should be clear. Students should follow a specific format that you explain (and model) in class.

Directed Writings (which can be part of journals) demand specific content, focusing on a topic.

Different strategies accomplish different learning objectives. Faculty must identify the learning objective first and then match the most salient reflective strategy to the desired outcome.

Analytic papers

These provide students with an opportunity to describe their service experience; to evaluate the experience and what they learned from it; and to integrate their experiences with course topics. If the papers are assigned at the end of the course, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course.

Portfolios

Students may be asked to compile materials relevant to the service-learning experience and the course of which it is a part. These materials may include: journals, analytic papers, scripts/notes for class presentations, items created as part of the service, pictures, agency brochures, handbooks, time-sheets, service agreement and training materials. Portfolios provide a focus for reflection on the service experience and its documentation.

Presentations

Students may be asked to make presentations to their classmates (and/or to broader audiences) describing their service-learning experiences, evaluating them and integrating them with the course topics.

Artistic expression allows for creativity and individual expression.

Reading responses

Students may be asked to write responses to course readings. Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

Reading selected articles related to the service challenges students to think more deeply about the issues and helps students see their experiences in the broader context of life.

Electronic forum

Students may be asked to contribute to electronic discussion on the service-learning and course topics using email or a listserv. They may respond to either questions posed by the instructor or to points raised by other students.

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

Reflective Teaching Strategies (From Silcox, *A How To Guide to Reflection*)

Type	Primary Expected Result	Description
Readings/Creative Projects	Foster group bonding and leadership; facilitates directed learning	Specific assignments include essays, music, videos, artwork, etc. —both in class and out.
Journal Writings	Foster personal growth	Student maintains a regular journal that the faculty member reads and responds to.
Directed Writings	Foster directed learning	Student produces essays that address specific questions or issues required by the instructor.
"Feelings-Oriented" Oral Reflection	Fosters group bonding and trust	Class members participate in a group discussion regarding their service experiences.
"Student As Expert" Oral Reflection	Fosters citizenship, leadership, and cognitive learning	Student leads a classroom session providing a critique of a reading assignment or presenting a solution to a problem.
"Cognitive Teaching" Oral Reflection	Fosters leadership, directed learning, cognitive learning, personal growth, and critical thinking	The faculty member leads a teaching session that fosters critical thinking skills and problem solving.

Guidelines for Developing Reflection

- Critical reflection assignments and outcome should be tied to the goals of service-learning as specified in the course syllabus.
- Effective reflection activities are GUIDED and ALLOW feedback and assessment.
- Consider the goals of incorporating service-learning into the course and use reflection activities to meet those goals.
- Consider the structure of the class. How does it lend itself to particular reflection activities?
- Create and publicize expectations.
- Consider your skills as an instructor when choosing reflecting activities. What sorts of activities are you competent to evaluate and facilitate?
- Consider learning styles. A variety of reflection activities, rather than a single type, take into account that different students learn differently.
- Keep it simple. Don't take on more than you can do thoughtfully.
- Think about evaluation and assessment of the reflection methods. Consider soliciting student feedback on what is working well and what needs to be improved.
- Think about evaluation and assessment of students' critical reflection efforts. What constitutes an A, B, C?
- Remember the 4Cs: Continuous, Connected, Challenging, Contextualized.

Experiential Learning Impact Analysis

A large body of peer-reviewed research and controlled study documents the impact of experiential learning activities on student success. To help university leaders diagnose needs and enact change on campus, we have distilled over 50 relevant articles and publications into the chart below. We also document the impact of experiential learning on institutional factors such as cost and buy-in, based on our research and analysis of expert interviews and case studies. Use this tool to lead discussions with committees and taskforces on campus to match programs to your needs and resources.

Student Impact	First-Year Career Course	Service-Learning	Study Abroad	Internship/ Co-Op
Persistence and Completion				
GPA and Course Performance				²
Academic Learning Outcomes				
Broad Professional Competencies				
Underrepresented Student ¹ Access				
Employer Demand				

Institutional Factors	First-Year Career Course	Service-Learning	Study Abroad	Internship/ Co-Op
Cost				
Faculty Buy-In Needed				
Scalability				
Student Interest				

1) Underrepresented students (includes racial/ethnic minority students, low-income students, first-generation college students).

2) For on-campus work between 10-20 hours per week.

Source: EAB research and analysis.

Experiential Learning Impact Bibliography

Essential Literature for Understanding Career Integration Outcomes

Career Decidedness and Persistence

Research on first-year students finds that students who set long-term career goals (career decidedness) are more likely to persist in college, whereas uncertainty about majors and careers is often a factor in attrition.

- Choy SP, "Access & Persistence: Findings from 10 Years of Longitudinal Research on Students," ERIC Clearinghouse on Higher Education Digest Series, 2002.
- Cuseo J, "'Decided,' 'Undecided,' and 'In Transition': Implications for Academic Advisement, Career Counseling, & Student Retention," in Feldman RS (ed.), *Improving the First Year of College: Research and Practice*, Mahwah, NJ: Erlbaum, 2005.
- Davidson WB, Beck HP, "The Development and Validation of a Measure of Career Integration in College Students," *Psychology Research*, 6, no. 6 (2016): 371-376.
- James Madison University Office of Institutional Research, "Factors Associated With Non-Returning JMU Undergraduate Students," 2006.
- Karp MM, "How Non-Academic Supports Work: Four Mechanisms for Improving Student Outcomes," *Community College Research Center*, 54, April 2011.
- Kuh GD, et al., "What Matters to Student Success: A Review of the Literature," National Symposium on Postsecondary Student Success, July 2006.
- Lounsbury JW, et al., "An Investigation of Personality Traits in Relation to Intention to Withdraw from College," *Journal of College Student Development*, 45, no. 5 (2004): 517-534.

Employer Demand

When surveyed, recruiters looking to hire college graduates indicate that they place high importance on internships or other work experience during college. Service experience was less important to employers, suggesting that universities interested in building out service opportunities will want to assist students in demonstrating the skill development involved to employers.

- Korach S, "What Employers Really Look for in Recent College Graduates," USA Today, July 22, 2015, <http://college.usatoday.com/2015/07/22/hiring-recent-college-graduates/>.
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Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

First-Year Career Course

Career courses, which are often (part of) one-credit first-year experience courses and taught in part by career services professionals lead to increased first-year retention and clearer long-term career goals, which in turn promotes persistence.

- Becker-Jamison W, LaBenne W, "Career Development as a Retention Tool: Early Intervention for Incoming Deciding Freshmen," National Career Development Association, November 1, 2007, http://www.ncda.org/aws/NCDA/pt/sd/news_article/5414/self/layout_ccmsearch/true.
- Folsom B, et al., "The Impact of a Career Course on Retention and Academic Performance (Technical Report 34)," Florida State University Center for the Study of Technology in Counseling and Career Development, April 1, 2002, <http://www.career.fsu.edu/Tech-Center>.
- McClair VL, "Career Counseling and Career Courses: Process, Impact, and Outcomes," PhD dissertation, University of Illinois at Urbana-Champaign, 2010.
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Service-Learning

Perhaps the most well-studied of all forms of college experiential learning, service-learning improves student learning outcomes, career decidedness, test scores, and retention, with mixed results regarding overall student GPA after completing a course. Furthermore, service-learning is highly successful in engaging and supporting underrepresented student populations.

- Astin AW, Sax LJ, "How Undergraduates Are Affected by Service Participation," *Higher Education*, 39, no. 3 (1998): 251-263.
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Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

Service-Learning (cont.)

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- Finley A, "Civic Learning and Democratic Engagements: A Review of the Literature on Civic Engagement in Post-Secondary Education," Paper prepared for the United States Department of Education (2011), <http://www.uwec.edu/Usenate/SenateCommittees/APC/1213/121030LiteratureReviewCivicEngagement.pdf>.
- Frost RA, et al., "Enhancing Student Learning with Student Affairs and Academic Affairs Collaboration," *Community College Enterprise*, 16, no. 1 (2010): 37-51.
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Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

Service-Learning (cont.)

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Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

Internships, Co-Op, and Student Employment

Working during college, including internships and co-op programs, has a significant impact on students' likelihood of being hired out of college. Moreover, students who work during college, especially in skilled jobs, show improved outcomes around broad professional skills and GPA, as long as work schedules interfere minimally with course schedules. For students who are both working and attending classes concurrently in a term, working more than 15-20 hours per week caused decreased engagement and GPA.

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Experiential Learning Resource Center

York University's Library of Logistical Resources for Faculty

Instructions

The experiential learning resource center, based on work done at York University, consolidates implementation and compliance information typically housed across numerous campus units into one easy to use website. Centralizing this information removes barriers for faculty creating experiential learning opportunities. This initiative is usually driven by staff of the Center for Teaching and Learning but may require engagement from the Office of the General Counsel, Human Resources, the Office of Research, Community Engagement, or Career Services.

To fill out the following tool,

1. Catalog all forms of experiential learning (e.g., community based learning, internships) available on your campus. (See Section 3 of Integrating Academic and Career Exploration for more information on collecting data regarding experiential learning happening on your campus.) Collect one exemplar opportunity for each experiential learning category.
2. Develop descriptions for each category, use the FAQs provided below or develop your own.
3. Consult with university General Counsel and/or other campus units to determine if parties involved in these experiential learning opportunities are responsible for any compliance procedures.

Three Categories of Experiential Learning:



Course Focused Experiential Learning

Active learning experiences faculty can include in their courses.

- **Reflective Learning Activities**
 - More Details
 - Logistical Resources



Community Focused Experiential Learning

Experiential opportunities that leverage the needs of community partners.

- **Community Based Learning**
 - More Details
 - Logistical Resources
- **Community Based Research**
 - More Details
 - Logistical Resources
- **Community Services Learning**
 - More Details
 - Logistical Resources



Work Focused Experiential Learning

Experiences in which students practice their learning within a working environment and supplement the experience with academic reflection.

- **Placements**
 - More Details
 - Logistical Resources
- **Internships**
 - More Details
 - Logistical Resources
- **Co-operative Education Programs**
 - More Details
 - Logistical Resources

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)



Course Focused Experiential Learning

Reflective Learning Activities

Include a brief definition of reflective learning activities emphasizing the application of theoretical learning to concrete experiences (e.g., role-playing, field trips, guest speakers) and the benefit this pedagogy affords students.



More Details

Use this 'More Details' format for each type of experiential learning.

FAQs

- Explain key features of this experiential learning type and address potential faculty concerns in a question and answer format.
- Sample questions to include:
 - How do students engage in this form of experiential learning?
 - To what extent are community partners engaged/involved?
 - Is priority given to student learning outcomes or community partner needs?
 - How long and how frequently do these experiences occur?
 - How are students remunerated?

Course Example

Provide an example of a course or program at your institution that has successfully included this form of experiential learning. Include the college, title, a description of the course or program and of the experiential learning component in particular. This information can be included in written or video testimonial form.



Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Reflective Learning Activity and indicate the parties responsible for their completion.

Field Trips

Sample forms to include:

- Field Trip Waiver Form
- Field Trip Student Information Form
- Instructor Checklist for Field Trips
- Off Campus Field Trip Request Form

Community Events and Interviews in the Community

Sample forms to include:

- Student Liability Waiver

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)



Community Based Experiential Learning

Community Based Learning

Explain Community Based Learning and the role of community partners who donate their time and their case studies to help students learn through real world scenarios.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Community Based Learning opportunity and indicate the parties responsible for their completion.

Forms and Agreements

Sample forms to include:

- Confidentiality Agreement (if the student is working with sensitive information)
- Assumption of Risks, Responsibility, Release, Waiver, and Indemnity Agreement

Partner Agreements

These forms are typically generated on a case-by-case basis by the university's General Counsel. Include contact information for the general counsel here and a description of a partner agreement.

Sample elements of a partner agreement:

- The role of the community partner
- The role of the student and what they are expected to deliver
- The role of the community partner
- The role of the student and Course Director
- Term of the Agreement and Termination of the Agreement
- Indemnification
- Facilities

Community Based Research

Provide a definition of Community Based Research, a project for students that has been designed in concert by the director of a course and a community partner.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)

► Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Community Based Research opportunity and indicate the parties responsible for their completion.

Insurance Coverage

- **Student Health Insurance**

If insurance is required for students in the case of emergencies related to health and wellbeing include that information here. Include information on all available student health plans.

- **General Liability Insurance**

Describe the general liability policy covering the university, students, and faculty against claims from a third party while acting within the scope of their employment or studies. Explain what is not covered by the general liability insurance policy (e.g., individual coverage in the case of personal injury).

- **"Program Required" Insurance**

Include information on insurance for students who are required to take part in Community Based Research. Specify who is eligible for this coverage and which forms are necessary to activate it.

- **"Course Required" Insurance**

Explain here the coverage available to students who are not required to complete Community Based Research to graduate from their program. This may be private through the institution.

Forms and Agreements

Sample forms to include:

- Assumption of Risks, Responsibility, Release, Waiver, and Indemnity Agreement
- Practicum and Health and Safety Checklist
- Student and Partner Declarations
- Student Contract

Partner and Affiliation Agreements

These forms are typically generated on a case-by-case basis by the university's General Counsel. Include contact information for the general counsel here and a description of an affiliation agreement.

Sample elements of an affiliation agreement:

- Obligations of the learning site
- Obligations of the university
- Term of the agreement and termination of the agreement
- Indemnification
- Facilities
- Insurance
- Research agreement
- Data sharing/Transfer agreement

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)

Vulnerable Sector Screening

Explain that organizations in certain sectors may require additional screening due to their work with certain "vulnerable" populations. Provide guidelines on which community based research experiences might require this screening and where faculty can find more information on compliance.

Research Ethics

Remind readers that university research ethics apply to community based research as well and provide a link to these policies.

Community Service Learning

Explain the structured activities located in the local community designed to further student learning goals that comprise Community Service Learning.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Community Service Learning project and indicate the party responsible for their completion. *These forms are largely the same as those required for Community Based Research.*



Work Focused Experiential Learning

Placements

Describe these opportunities (also known as fieldwork or practical) for students to practice what they've learned in real world settings while receiving course credit.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required for placements and indicate the party responsible for their completion. *These forms are largely the same as those required for Community Based Research.*

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)

Internships

Provide your institution's definition of an internship, usually a supervised work experience with a required reflective component that may or may not be paid.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required for internships and indicate the party responsible for their completion and if any require approval from an additional party (e.g., Career Services).

Forms and Agreements

Sample forms to include:

- Internship enrollment agreement
- Internship terms and conditions
- Internship learning agreement
- Work term report

Co-operative Education Programs

Define the co-op program at your institution and its alternating work/study arrangement.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p.171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required for co-op program participation and indicate the party responsible for their completion.

Forms and Agreements

Sample forms to include:

- Co-op participation agreement student agreement form
- Co-op student responsibilities document

Research Ethics

Remind readers that university research ethics apply to co-op educational opportunities and provide a link to these policies.



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