



EAB

# Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection  
Across the Curriculum

Academic Affairs Forum

# Joining Us Today...

## Meet Your EAB Presenters



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*Research Advisory Services*  
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**We help schools support students from enrollment to graduation and beyond**

> Find and enroll your right-fit students

> Support and graduate more students

④ **ROOTED IN RESEARCH**

7,500+ Peer-tested best practices

500+ Enrollment innovations tested annually

④ **ADVANTAGE OF SCALE**

1,700+ Institutions served

4 M+ Students supported by our SSMS

④ **WE DELIVER RESULTS**

95% Of our partners continue with us year after year, reflecting the goals we **achieve together**



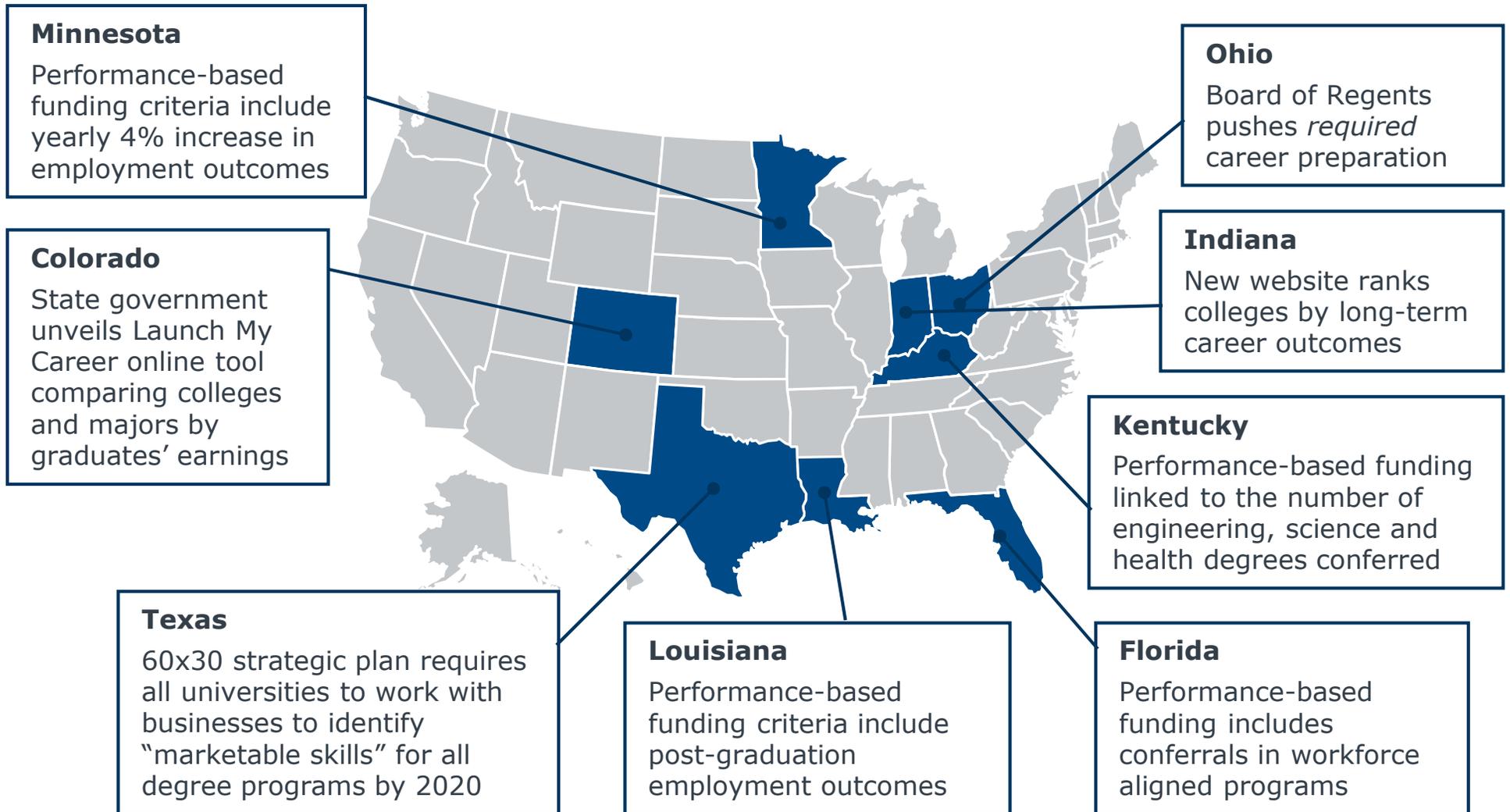
> Prepare your institution for the future

- 1** Moving Beyond the Either/Or Debate Surrounding Career Preparation
- 2** Best Practices in Integrating Academic and Career Development
- 3** Summary of Additional Resources



# State Focus on Job Prep Not New, but Mounting

## Industry-Aligned Completions and Salaries Driving Policy Incentives

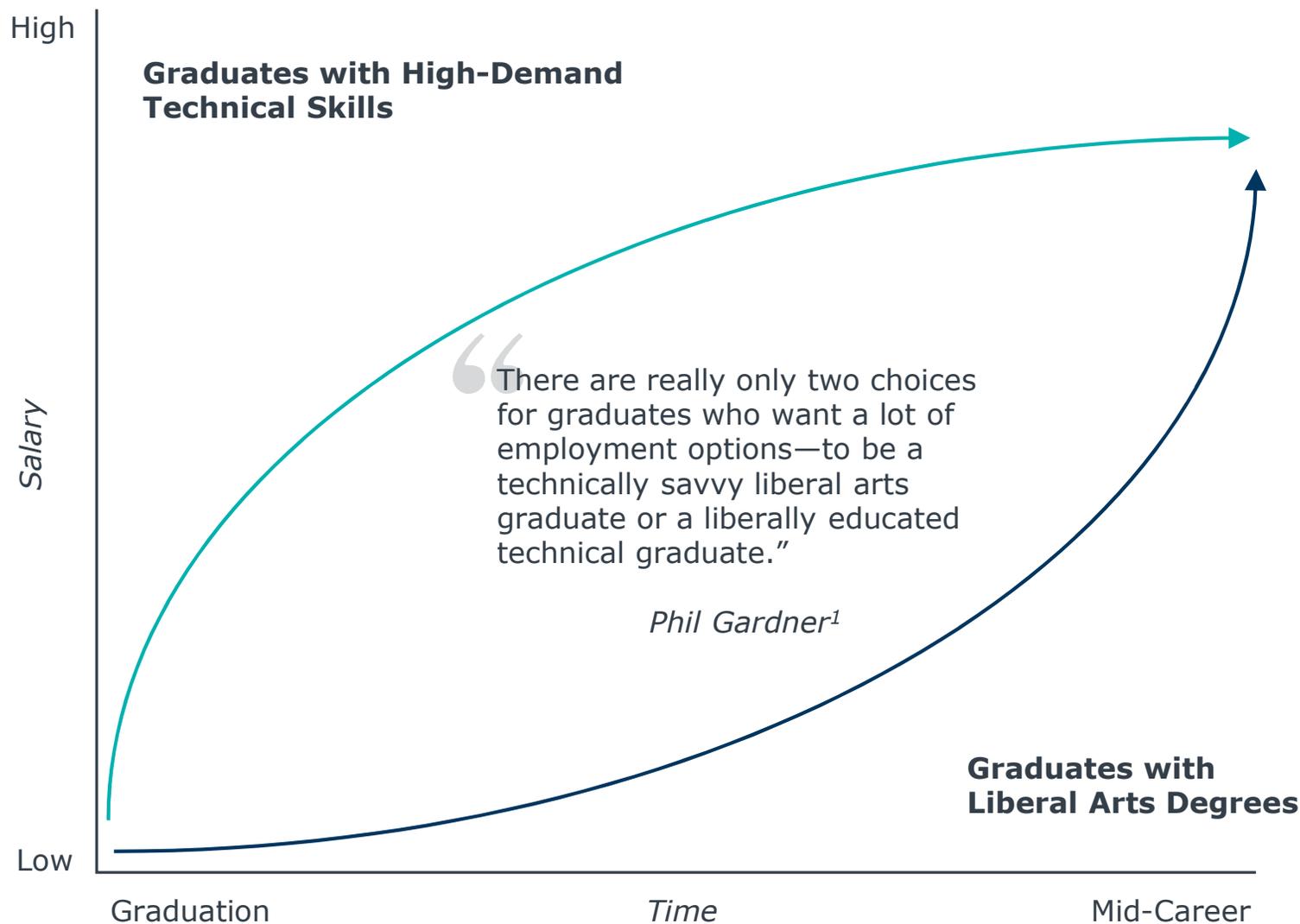


Source: Ohio Board of Regents, "Seventh Report on the Condition of Higher Education in Ohio," 2014; National Conference of State Legislatures, "Performance-Based Funding for Higher Education," 2015; Patrick Gillespie, *CNN Money*, "4 U.S. governors on jobs: Not enough workers," 2016; Texas Higher Education Coordinating Board, "60X30", 2015; Adam Beam, "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*, 2016; *Inside Higher Ed*, "College Selection Tool with Wage Data," 2016; Scott Jaschik, "Florida GOP vs. Social Science," *Inside Higher Ed*, 2011; WANE.com, "Indiana Launches College Value Website," 2016; EAB interviews and analysis.

# The Fox and the Hedgehog



## Two Worrisome Trajectories Facing Underprepared Graduates

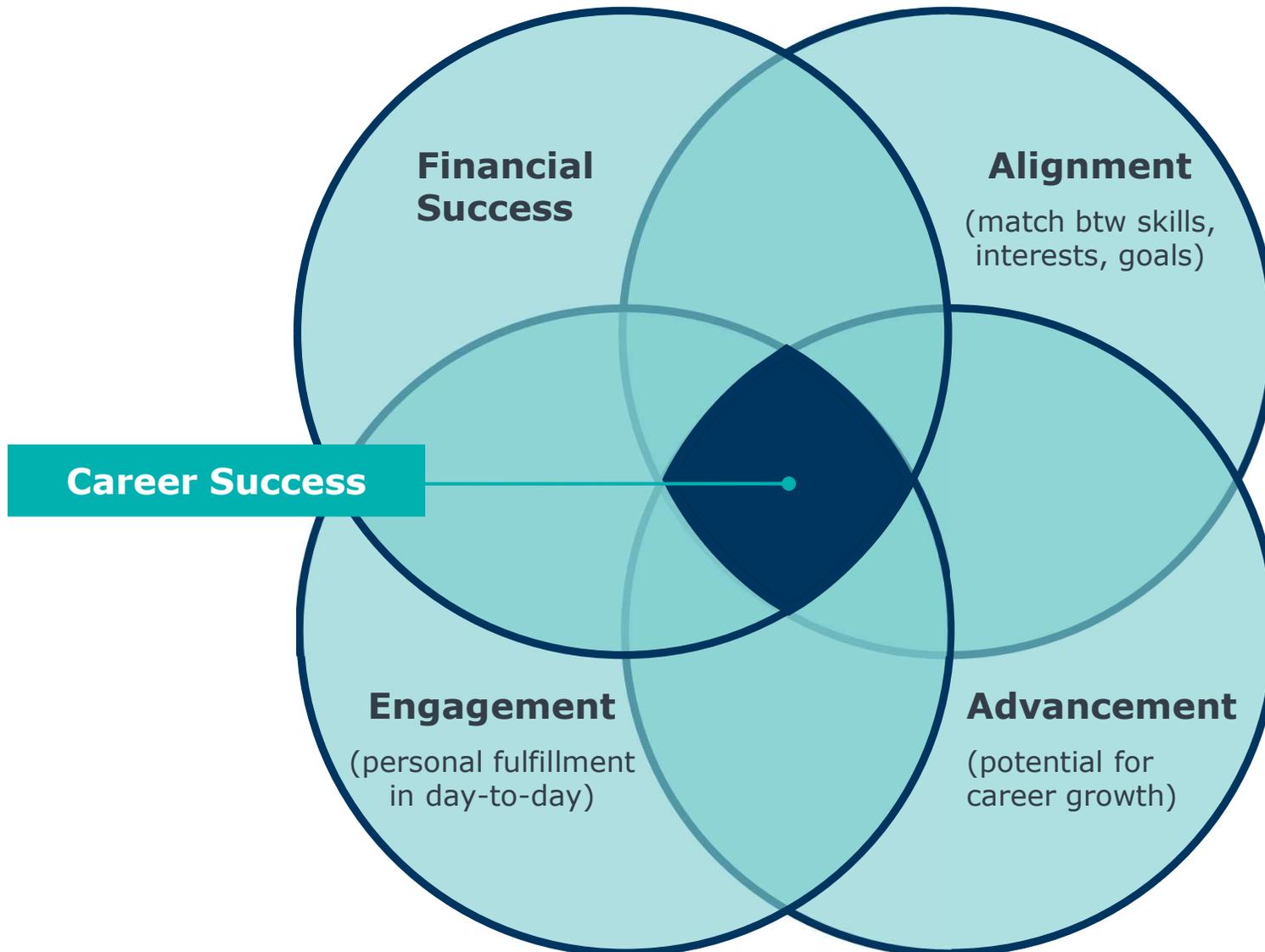


1) Director, Michigan State University Collegiate Employment Research Institute.

# Success Beyond Salary



Emphasizing Alignment, Engagement, and Advancement in Outcomes



# How Many Graduates Are Engaged in Their Work?

## Gallup's "Big 6" Drivers of Engagement

- 1 Professor that excited them about learning
- 2 Professor who cared about them as a person
- 3 Jobs or internships where they applied what they were learning
- 4 Mentor who encouraged them to pursue their goals and dreams
- 5 Worked on a long-term project
- 6 Extremely involved in extra-curricular activities

**25%** Of graduates experienced **none** of the drivers

**3%** Experienced all six drivers

**2x** Likelihood that a student who had an internship felt engaged at work after graduation—but **only 29% reported that experience**

# A Constructive Path Forward



## 'High-Impact Practices' Span the Divide Between Extremes

“College should be a **purely intellectual experience**”

### A Surprisingly Fertile Common Ground

- Active, experiential, and project-based learning
- Articulating translatable learning outcomes
- Aligning personal and career goals
- Rethinking general education
- Encouraging lifelong learning
- Global and community engagement
- Innovation and entrepreneurship
- Undergraduate research

“Colleges should focus only on **training students for jobs**”

“The involvement of students in rich and meaningful educational activities is what keeps students making progress toward the degree, and it is what produces the outcomes that we associate with a college degree. But trying to distill the infinitely varied outcomes down to a list or a test, for accountability purposes, is a formula that, rather than improving education, more likely undermines the quality of the educational activities themselves.”

*Robert Shireman, The Century Foundation*

# The Rise of Outcomes Marketing



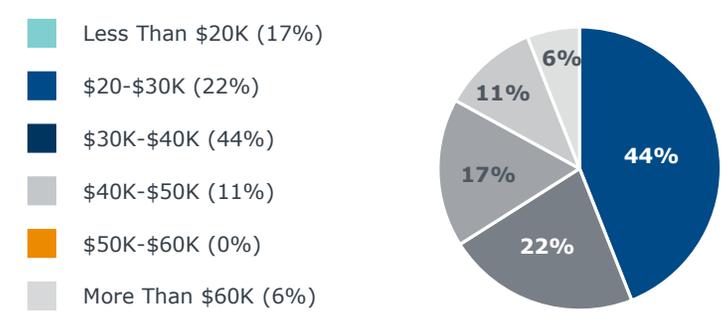
## Case in Point: American University's 'We Know Success'

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

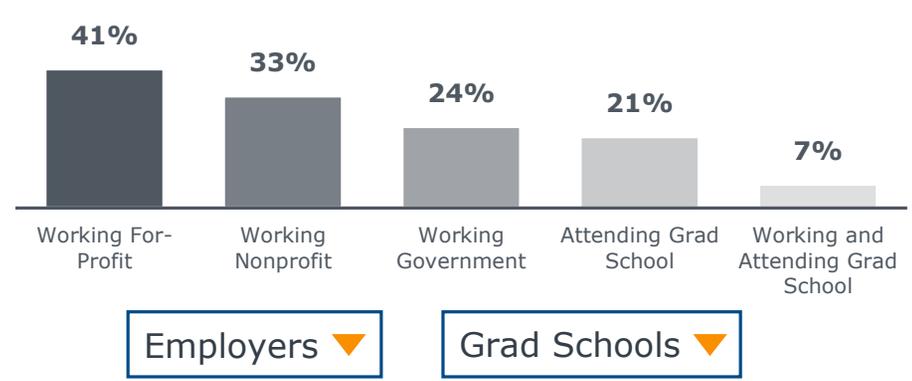
### Not just basic outcomes...



### ..how much they make...



### ...but where they went...



### ...and what they did to get there

**74%** Participated in an **internship**

**53%** Took advantage of **study abroad**

**Top Internships For Credit**

- National Museum of American History
- US Department of State
- US Holocaust Memorial Museum
- American University
- Bonhams Auction House

▶ **More**

**Top Study Abroad Locations**

- United Kingdom
- Spain
- China
- Belgium
- Chile

▶ **View Map**

1) Results based on Graduation Census as of six months after graduation.

# The Train Has Left the Station



## Indiana College Value Index Gives Many Campuses an 'Incomplete'

Other measures include **on-time completion** and how well alumni say the institution **prepared them for post-college life**

Completion	Competency	Career	
Majors that earn above median <b>salary</b>	Employed alumni <b>fulfilled</b> in current work	Helped alumni <b>find first job</b>	Require <b>work experience</b>

Colleges	After 1 year	After 10 years	Recent alumni	All alumni	(Y/N)	(Y/N)
IUPUI	55%	98%	?	?	?	N
Purdue West Lafayette	49%	99%	15%	23%	N/A	N
Purdue Calumet	46%	100%	?	?	?	Y
IU Northwest	43%	100%	?	?	?	N



**Visibility** of state dashboard emphasizes need for more data collection

Longitudinal measures reveal disparities between **short-term and long-term salary outcomes**

# Too Little, Too Late

## Central Career Services Approach Won't Be Enough



### Innovative career office programming...

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



### ...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



### Growing focus on internship placement...

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



### ...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



### 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 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

# A Networked Approach to Ownership



## Intentional Blurring of Boundaries Reflects Holistic Student Goals

Only 55% report to Student Affairs, down from 68% in 2008<sup>1</sup>

41% have recently changed their name or rebranded<sup>2</sup>



Provost

82% of faculty believe it is "essential" or "very important" to prepare students for post-graduation employment, up from 73% in 2005<sup>3</sup>

*Evolving "Parallel" Services to Meet Student Needs*

Student Affairs

Career Services

Alumni Relations

Enrollment Management

**Academic and Career Development Strategy**

Campus Involvement

Program Design

Career Advising

Active Learning

Career Mentoring

Curricular Planning

Outcomes Marketing

Service Learning

*Engaging the Academy in Experiential Learning*

Deans and Chairs

Teaching and Learning

Academic Advising

Undergraduate Studies

1) NACE, "Career Services Offices: Office Structure and Organizational Design," 2016.

2) York College of Pennsylvania, "2014 National Professionalism Survey, Career Development Report."

3) HERI Surveys of Undergraduate Teaching Faculty, 2004-05 and 2013-14.

- 1 Moving Beyond the Either/Or Debate Surrounding Career Preparation
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“

“I interviewed one of our recent graduates in the social sciences for a position as an administrative assistant in my office. She couldn't explain why she wanted the job or how her education in my College had prepared her for it. I couldn't help thinking, 'We've really failed this student.'”

Dean of Arts & Sciences  
Large Public Research University

”

# Data Speaks Louder Than Words



## People Analytics Threaten to Disrupt Traditional Job Seeking

### 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 co-curricular activity will need to demonstrate a measurable link to career success for employers

4,500

Companies have a people analytics unit



CREDIT SUISSE



Google™



Source: Jeffrey J. Selingo, *There is Life after College*, 2016; Korn Ferry, "Big Data, Predictive Analytics and Hiring," <http://www.kornferry.com/institute/big-data-predictive-analytics-and-hiring>; *The Economist*, "Robot Recruiters," 2013; EAB interviews and analysis.



# When Preparation Meets Opportunity

## Three Ways to Add Academic Rigor to Co-curricular Experiences

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<sup>1</sup> 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

Source: Endicott College, "Endicott College Internship Program Site Supervisor Handbook"; Portland State University, "Student Success", <http://www.pdx.edu/student-success/>; Connecticut College, "Funded Internship Program," <https://www.conncoll.edu/career/funded-internship-program/>; Northeastern University, "Cooperative Education and Career Development," <http://www.northeastern.edu/coop/>; Antioch College, "Cooperative Education Program," [http://www.antiochcollege.edu/academics/co-op\\_program](http://www.antiochcollege.edu/academics/co-op_program); George Mason University, "Receiving Internship Credit," <http://integrative.gmu.edu/current-students/internships>; EAB interviews and analysis.



# A Light (but Critical) Lift for Faculty

## Identify Transferable Skills in Existing Curricula



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 set 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



# Building a Narrative Around General Education



## From Mere Exposure to Meaningful Experience



*"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

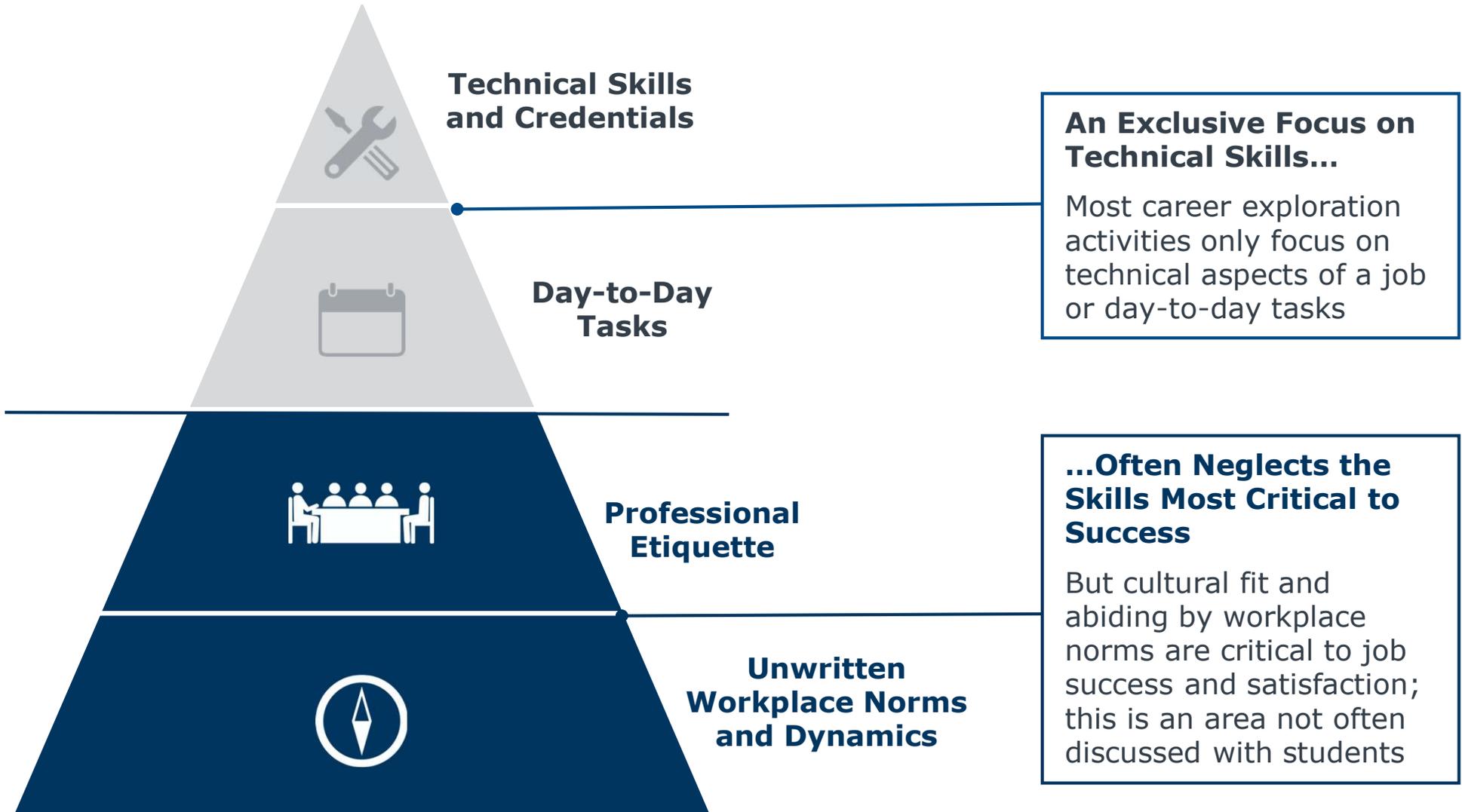
- Scientific Journalism
- Water Chemistry
- Biology of Sustainability
- Natural Resources in Society
- Environmental **Internship** at Water for People



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

# Hard to Discern Reality of Workplace Expectations

The Importance of Cultural Fit and Workplace Norms Are Rarely Discussed

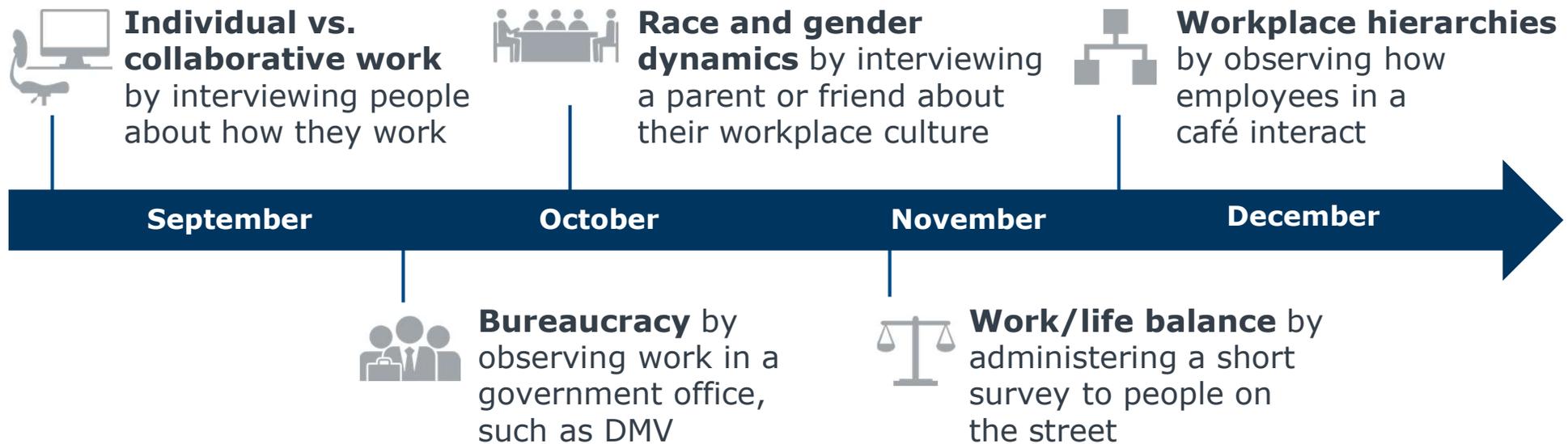


# Build Student Confidence as Ethnographers

Field Assignments Prepare Students for Exploration in a Career of Interest

## Field Assignments Uncover Unwritten Workplace Norms and Dynamics

*Sample Field Assignments Throughout a Semester*



### Fieldwork Assignment Process



- The class collectively brainstorms questions prior to fieldwork
- Students complete assignments in pairs or small teams
- Each student completes one-page essay summarizing their findings



# The University as Employer

## Western Oregon University (WOU) Community Internship Program

### 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



### 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 webpages and printed materials.

### Department Provides Interns, Career Development Provides the Funds

32

Number of internships developed on campus

\$1,000

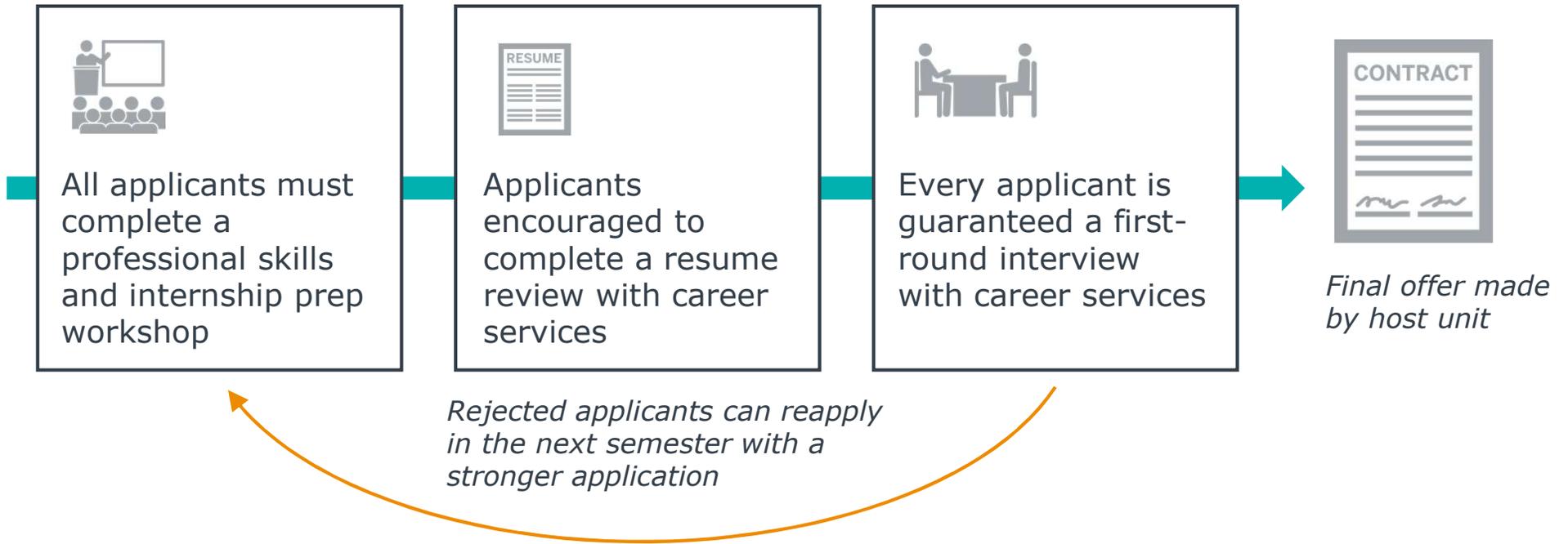
Interns are paid \$10/hour, 10 hours/week for 10 weeks



# If at First You Don't Succeed...

## Internship Applicants Receive Career Development Regardless of Outcome

### WOU Community Internship Application Process



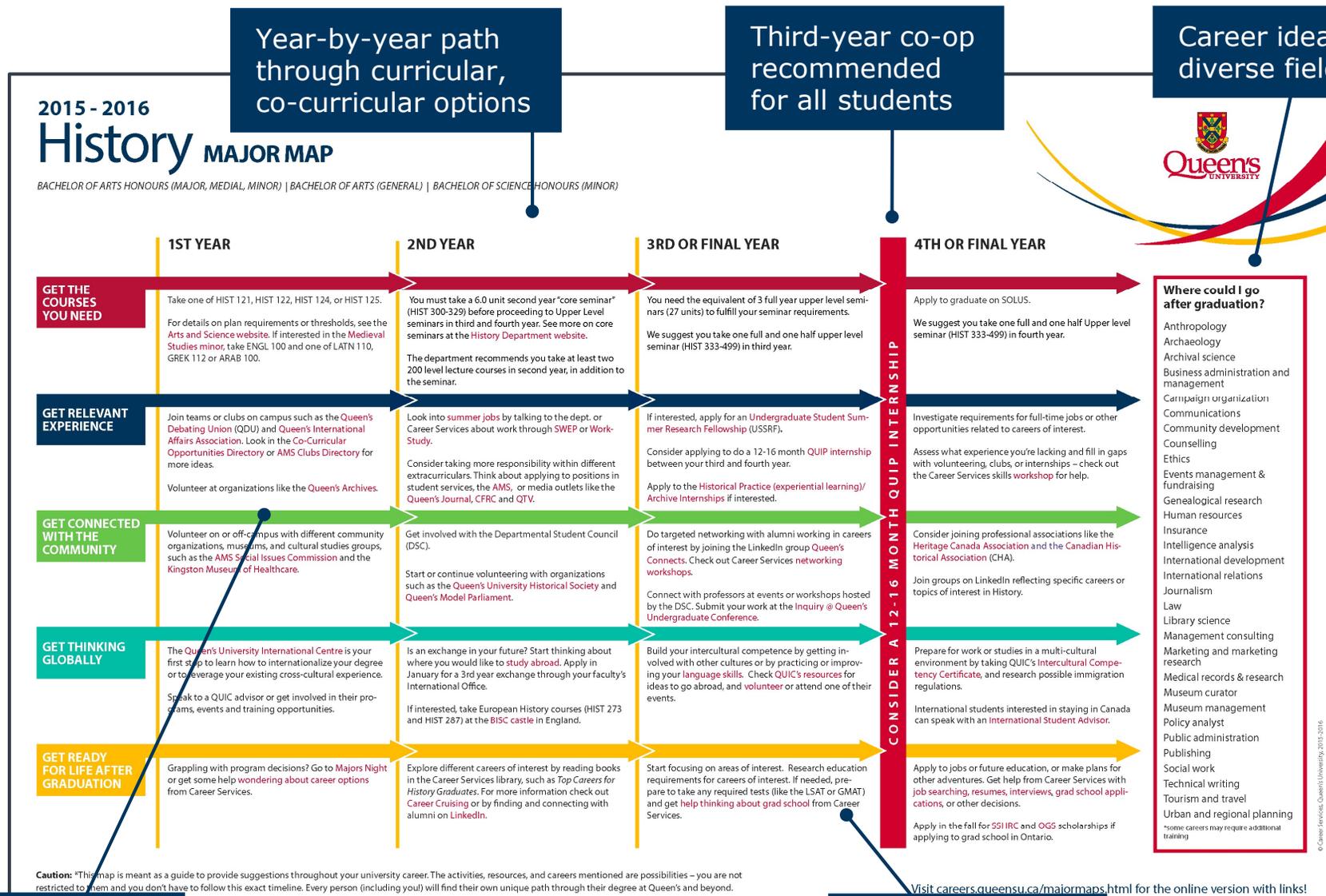
**32**

Students received on-campus internships in 2016

**110**

Students received career development as part of this program in 2016

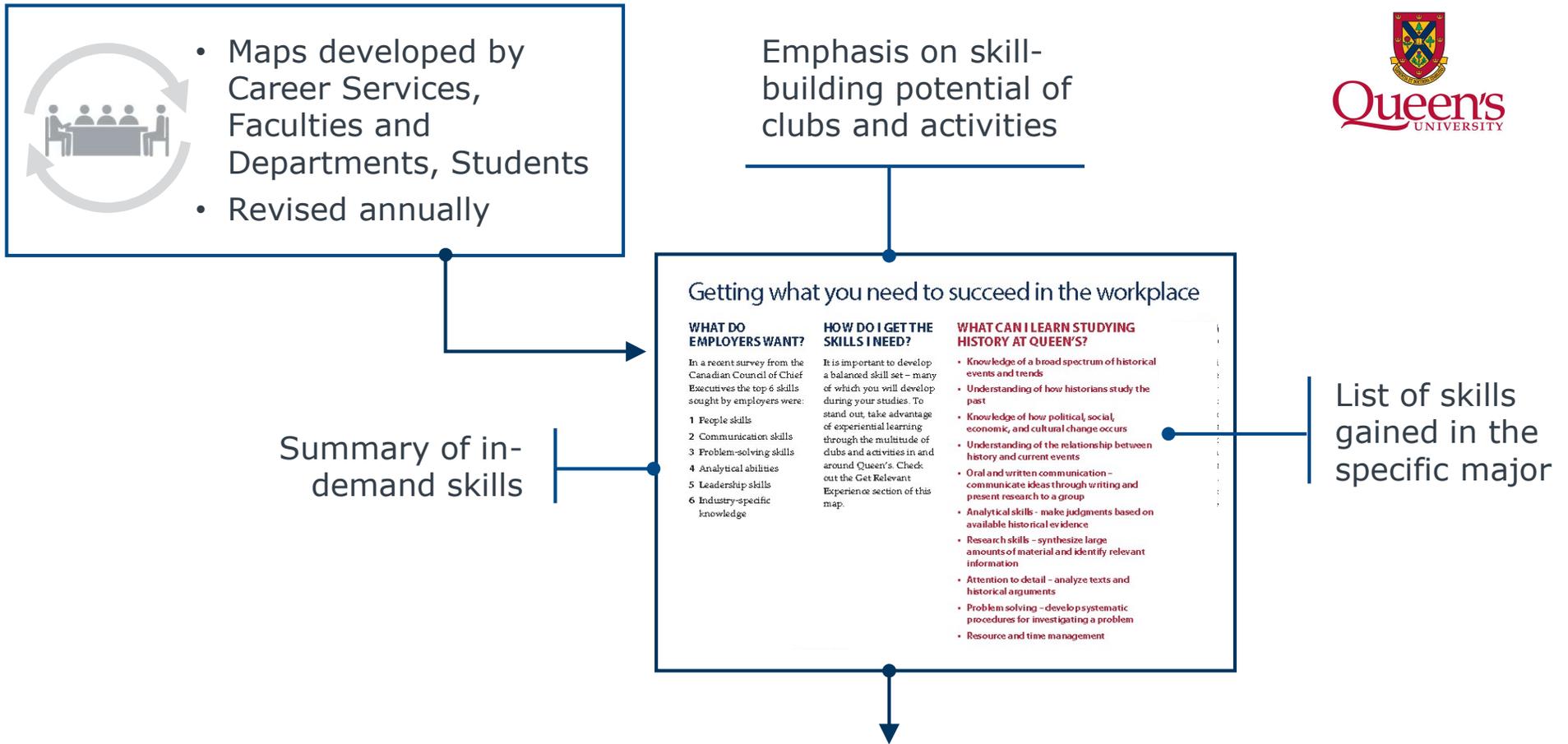
# Beyond the Degree Plan





# Emphasizing High-Demand Skills

## Integrated Maps Emphasize the Value of Experiential Learning



65K+

Views in the first year

95%

Of surveyed students agreed that the maps help them understand the skills and careers associated with programs

89%

Of surveyed students agreed that the major maps help them be more aware of experiential learning opportunities



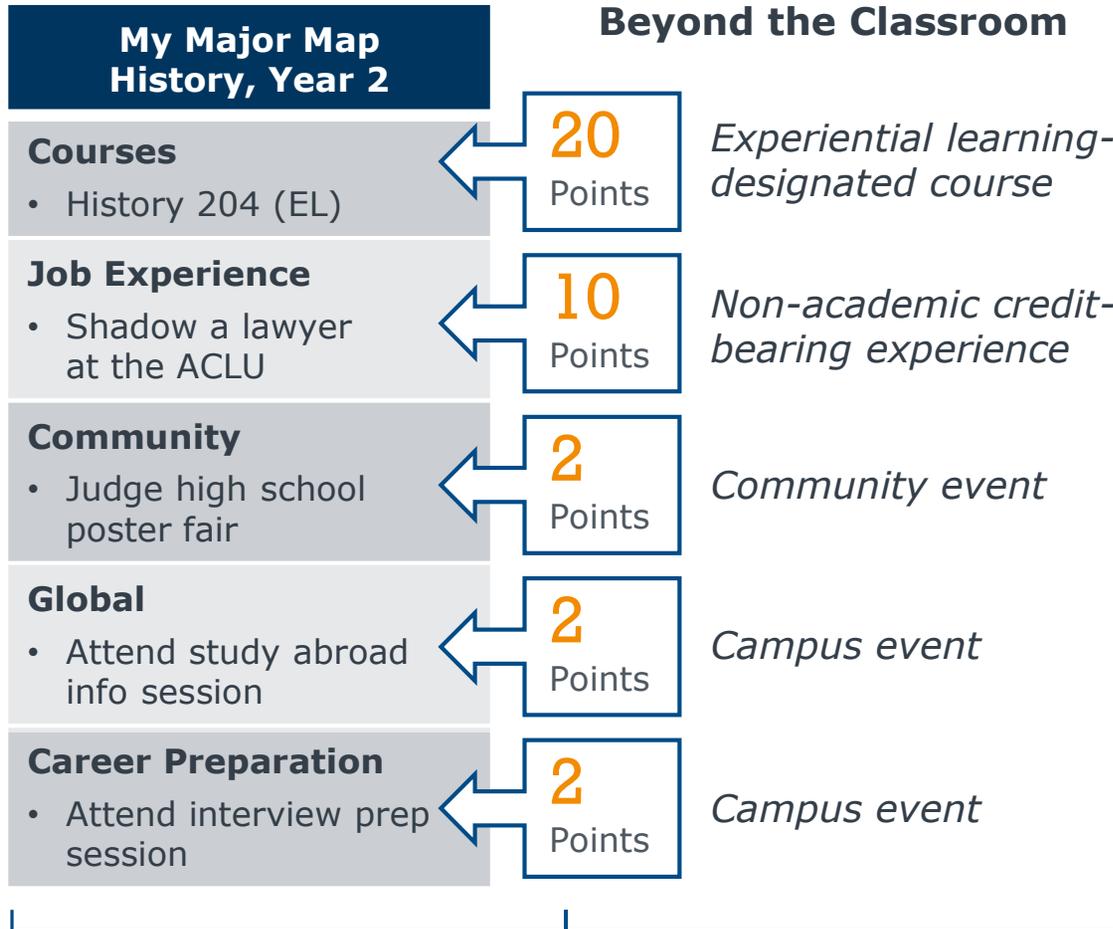


# From Passive Guide to Active Exercise

## Incentives Encourage Student Action on Major Map Recommendations

THE UNIVERSITY OF TENNESSEE CHATTANOOGA **ThinkAchieve**  
CREATING CONNECTIONS

### Beyond the Classroom



Activities and point values tracked in co-curricular 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**

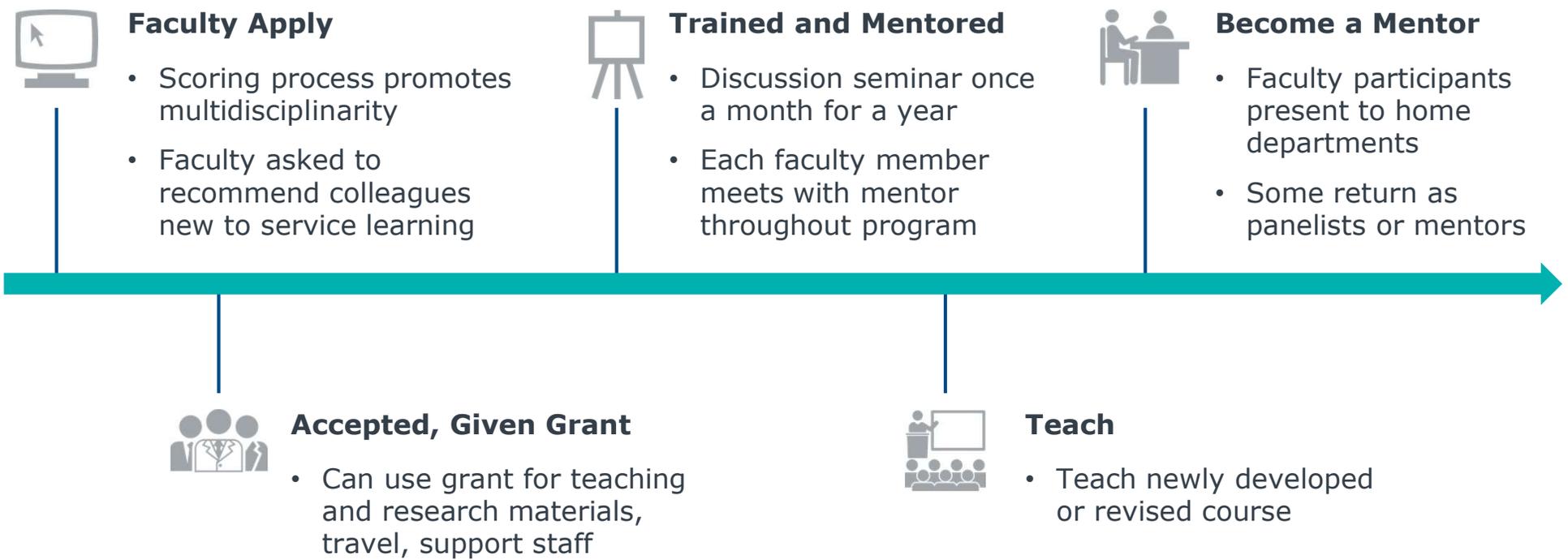
**Additional hours** of student-initiated<sup>1</sup> experiential learning projects in 2013-14

1) Defined as a semester-long project initiated by students and consisting of both attendance at events and pre- and post-reflection.

# Assigning Signal Value

## Encourage Faculty Participation Through Recognition and Ongoing Support

### University of Alabama – Birmingham Faculty Fellowship



**10-12**

Faculty accepted each year

**\$1,500**

Grant awarded to each participant

**70**

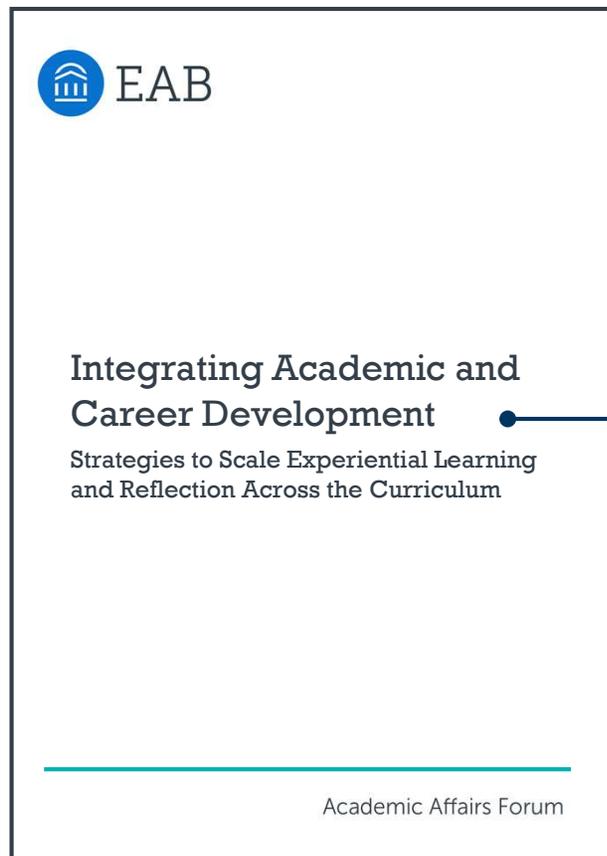
High-demand courses developed or redesigned

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# The Full Scope of EAB Support



Research and Tools to Maximize the Reach and Impact of Opportunities



27 Best Practices for Integrating Academic and Career Development

7 Graduate Student Specific Best Practices

## Implementation Resources

Comparison Chart of Key Career Services Platforms

Experiential Learning Reflection Toolkit

Experiential Learning Impact Analysis

Experiential Learning Impact Bibliography

Experiential Learning Faculty Support Resource Center



Washington DC | Richmond | Birmingham | Minneapolis | New York

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