Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs Forum
Moving Beyond the Either/Or Debate Surrounding Career Preparation

Best Practices in Integrating Academic and Career Development

Summary of Additional Resources
Immediate Salary and Industry Metrics Driving Policymakers

State Focus on Job Prep Not New, but Mounting

Industry-Aligned Completions and Salaries Driving Policy Incentives

**Minnesota**
Performance-based funding criteria include yearly 4% increase in employment outcomes

**Colorado**
State government unveils Launch My Career online tool comparing colleges and majors by graduates’ earnings

**Ohio**
Board of Regents pushes required career preparation

**Indiana**
New website ranks colleges by long-term career outcomes

**Kentucky**
Gov. Matt Bevin promises "more incentives to electrical engineers than French literature majors."

**Texas**
60x30 strategic plan requires all universities to work with businesses to identify “marketable skills” for all degree programs by 2020

**Louisiana**
Performance-based funding criteria include post-graduation employment outcomes

**Florida**
Gov. Rick Scott proposes to defund non-STEM majors at state universities

Canadian Policymakers Push Industry Alignment

Beginning to Emphasize Career Outcomes

$73M
Funding from the Canadian government to increase co-op placements in high-demand fields over the next four years

100%
Goal set by Business Council of Canada for student participation in workplace experience during college

British Columbia
25% of provincial operating grants targeted toward programs that support top 60 in-demand occupations

Ontario
Universities Canada roundtable calls for 100% student participation in work-integrated learning

Unclear Who to Blame for Post-Graduation Underemployment

Underemployment Rates Rising for Recent College Graduates

Job Quality\(^1\) Among Underemployed College Graduates Decreasing


96% Of provosts say their graduates are prepared to succeed in the workplace\(^2\)

11% Of business leaders strongly agree that graduates are prepared to succeed at work\(^3\)

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1) Defined by higher salary, skill requirements, and career orientation (i.e. electrician vs. cashier).
2) 2014 Inside Higher Ed Chief Academic Officer Survey.

Two Worrisome Trajectories Facing Underprepared Graduates


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

“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.”

Of executives¹ say “soft” skills as important or more important than technical skills

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

92% Salary Mid-Career

Graduates with High-Demand Technical Skills

There are really only two choices for graduates who want a lot of employment options—to be a technically savvy liberal arts graduate or a liberally educated technical graduate.”

*Phil Gardner²*

Graduates with Liberal Arts Degrees

Success Beyond Salary

Emphasizing Alignment, Engagement, and Advancement in Outcomes

- Personal fulfillment in day-to-day responsibilities
- Engagement
- Financial Success
- Alignment
- Advancement
- Potential for career growth and success in supervisory roles

Match between role and skills, interests, goals

Source: EAB interviews and analysis.
Beyond Salary

How Many Graduates Are Engaged in Their Work?

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

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

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...

92%
Working, grad school, or both

...but where they went...

41% Working For-Profit
33% Working Nonprofit
24% Working Government
21% Attending Grad School
7% Working and Attending Grad School

...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

Top Study Abroad Locations
- United Kingdom
- Spain
- China
- Belgium
- Chile

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

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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.

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Completion After 1 year</th>
<th>Completion After 10 years</th>
<th>Competency Recent alumni</th>
<th>Competency All alumni</th>
<th>Career Helped alumni find first job</th>
<th>Career Require work experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>55%</td>
<td>98%</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>N</td>
</tr>
<tr>
<td>Purdue West Lafayette</td>
<td>49%</td>
<td>99%</td>
<td>15%</td>
<td>23%</td>
<td>N/A</td>
<td>N</td>
</tr>
<tr>
<td>Purdue Calumet</td>
<td>46%</td>
<td>100%</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>Y</td>
</tr>
<tr>
<td>IU Northwest</td>
<td>43%</td>
<td>100%</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>N</td>
</tr>
</tbody>
</table>

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 Means to an End

Focus Faculty Engagement on Existing Academic Priorities

Experiential Learning

“I don’t coordinate internships.”

Global Engagement

“My students will change the world.”

Undergraduate Research

“We’re building students’ skills to solve the problems of tomorrow.”

Community Service Learning

“We need to help live the mission of the institution beyond the classroom.”

Leadership and Civic Engagement

“We are responsible for preparing the citizens and leaders of tomorrow.”

Innovation and Entrepreneurship

“Our students need the skills to drive the economy of the future.”

Source: EAB interviews and analysis.
A Networked Approach to Ownership

Intentional Blurring of Boundaries Reflects Holistic Student Goals

Only 55% report to Student Affairs, down from 68% in 2008\(^1\)
41% have recently changed their name or rebranded\(^2\)

Evolving “Parallel” Services to Meet Student Needs

Student Affairs
Career Services
Alumni Relations
Enrollment Management

82% of faculty believe it is “essential” or “very important” to prepare students for post-graduation employment, up from 73% in 2005\(^3\)

Academic and Career Development Strategy

Provost

Engaging the Academy in Experiential Learning

Campus Involvement

Deans and Chairs

Program Design

Teaching and Learning

Career Advising

Academic Advising

Active Learning

Undergraduate Studies

Career Mentoring

Curricular Planning

Outcomes Marketing

Service Learning

Career Mentoring

Outcomes Marketing

Service Learning

Curricular Planning

Outcomes Marketing

Service Learning

Teaching and Learning

Academic Advising

Undergraduate Studies

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

Source: EAB interviews and analysis.
Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Enhancing the Market Value of the College Experience

1. How can we help students make more informed choices early in their academic careers? Equip students to proactively align curricular and co-curricular plans with personal goals.

2. How can we ensure that our students can articulate what they’ve learned? Encourage ongoing reflection and narration.

3. How can we extend skill development opportunities beyond pre-professional majors? Augment the core curriculum to address skill and experience gaps.

Scaling Experiential Learning Opportunities to Underserved Populations

4. How can we create more credit-bearing opportunities for applied learning? Expand faculty engagement with experiential learning.

5. How can we reach students with fewer resources and reduce the risk of co-curricular commitments? Lower access barriers to applied learning outside the classroom.
1. Moving Beyond the Either/Or Debate Surrounding Career Preparation

2. Best Practices in Integrating Academic and Career Development

3. Summary of Additional Resources
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2. Encourage Ongoing Reflection and Narration

3. Augment the Core Curriculum to Address Skill and Experience Gaps

4. Expand Faculty Engagement with Experiential Learning

5. Lower Access Barriers to Applied Learning Outside the Classroom

**Profiled Practices:**

1: Co-curricular Planning Tool

2: Point-Based Engagement Incentives

3: Hybrid Intake Advising

Scaling Experiential Learning Opportunities to Underserved Populations
Practice 1: Co-curricular Planning Tool

Beyond the Degree Plan

Year-by-year path through curricular, co-curricular options

3rd or final year

- You had the opportunity to fill your upper level seminar (15th unit) if that matches your career requirements.
- We suggest you take one or two (at least one upper level seminar) IST 335/499 in third year.

3rd or final year

- Financial aid, apply for University Student Leadership scholarship (USLS)
- Consider applying to the Co-op 1000 mentorship program which is available in fourth year.
- Obtain a proper application or a written recommendation letter for co-op internship.
- This is a chance to get involved in a co-op work environment.

3rd or final year

- Get involved in the Department's Student Council (DSC)
- Do co-op networking and seek work in careers of interest by using the University Career Services web resources and networking workshops.
- Consider joining professional associations and the Canadian History Association (CHA).

Focus on experiential, service learning

- Map serves as gateway to online resources

Third-year co-op recommended for all students

Career ideas in diverse fields

Where could I go after graduation?
- Anthropology
- Archaeology
- Architecture
- Business administration and management
- Campaign organization
- Communication
- Community development
- Counselling
- Ethics
- Events management & production
- Genealogical research
- History
- Human resources
- Insurance
- Intelligence analysis
- International development
- International relations
- Journalism
- Law
- Library science
- Management consulting
- Marketing
- Marketing research
- Medicine
- Medical ethics
- Medical records & research
- Museum studies
- Museum management
- Policy analyst
- Public administration
- Shipping
- Social work
- Technology (science and social)
- Tourism
- Urban and regional planning
- Urban and regional planning

Focus on experiential, service learning

- Map serves as gateway to online resources


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Practice 1: Co-curricular Planning Tool

Emphasizing High-Demand Skills

Integrated Maps Emphasize the Value of Experiential Learning

- Maps developed by Career Services, Faculties and Departments, Students
- Revised annually

Emphasis on skill-building potential of clubs and activities

Summary of in-demand skills

List of skills gained in the specific major

Getting what you need to succeed in the workplace

**WHAT DO EMPLOYERS WANT?**
A recent survey by the Canadian Council of Chief Executives identified the top skills sought by employers:
- People skills
- Communication skills
- Problem-solving skills
- Analytical skills
- Leadership skills
- Industry-specific knowledge

**HOW DO I GET THE SKILLS I NEED?**
It is important to develop a broad skill set—many of which you will develop during your studies. To make the most of experiential learning through the multitude of clubs and activities on campus, QueensCareers provides the Get Ridiculously Prepared section.

**WHAT CAN I LEARN STUDYING HISTORY AT QUEEN'S?**
- Knowledge of a broad spectrum of historical events and trends
- Understanding of how historians study the past
- Knowledge of how political, social, economic, and cultural change occurs
- Understanding of the relationship between history and current events
- Critical thinking-communication: synthesizing information from written and presented research in a group
- Analytical skills: make judgments based on available historical evidence
- Research skills: apply research in an organized manner and utilize relevant information
- Decision-making: analyze texts and historical arguments
- Problem-solving: develop systematic procedures for investigating a problem
- Communication and time management

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

## Practice 2: Point-Based Engagement Incentives

### From Passive Guide to Active Exercise

Incentives Encourage Student Action on Major Map Recommendations

<table>
<thead>
<tr>
<th>My Major Map</th>
<th>Beyond the Classroom</th>
<th>Near- and Long-Term Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• History 204 (EL)</td>
<td>20 Points</td>
<td>20+ points per term</td>
</tr>
<tr>
<td>Job Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shadow a lawyer at the ACLU</td>
<td>10 Points</td>
<td>• Priority registration</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Judge high school poster fair</td>
<td>2 Points</td>
<td>• Celebratory dinner</td>
</tr>
<tr>
<td>Global</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend study abroad info session</td>
<td>2 Points</td>
<td>• Semester award</td>
</tr>
<tr>
<td>Career Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attend interview prep session</td>
<td>2 Points</td>
<td></td>
</tr>
</tbody>
</table>

Experiential learning-designated course

Non-academic credit-bearing experience

Community event

Campus event

Activities and point values tracked in co-curricular transcript accessible through SIS

### Results

**1,143**

Additional hours of student-initiated 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.

Source: The University of Tennessee Chattanooga, “ThinkAchieve: Creating Connections,” [https://www.utc.edu/think-achieve](https://www.utc.edu/think-achieve); EAB interviews and analysis.
Three Steps Toward a Hybrid Advising Model

1. **Co-locate**
   - House advising alongside career counseling
   - Increased visibility and easier referrals

2. **Collaborate**
   - Share student records and case notes
   - Use common protocols and programming

3. **Merge**
   - Cross-train intake advising staff in academic and career support
   - “One-stop shop” for students

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Scaling Experiential Learning Opportunities to Underserved Populations

4. Expand Faculty Engagement with Experiential Learning

5. Lower Access Barriers to Applied Learning Outside the Classroom

Profiled Practices:

4: Student-Facing Reflection Tools

5: Experience-Spanning Reflection Exercises

6: Thematic Core Curriculum Pathways

7: Syllabus Competency Matching
‘Tell Me Why You’re Qualified’

Students Struggle to Articulate Applicability of Academic Experiences

Experiential Learning

“I spent a semester in Paris. It was fun!”

Individual Courses

“I got an A in chemistry.”

General Education

“I completed my core courses.”

College Degree

“I have a bachelor’s degree.”

Source: EAB interviews and analysis.
Practice 4: Student-Facing Reflection Tools

Constructive, but Not Disruptive

New Credentialing Tools Best Leveraged to Inform, Not Replace Resumes

Student Activities, Experiential Learning, and Coursework

<table>
<thead>
<tr>
<th>Co-curricular Transcript</th>
<th>E-Portfolio</th>
<th>Badges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Records participation in co-curricular activities</td>
<td>• Repository of student coursework and projects</td>
<td>• Visual representation of verified mastery of skills</td>
</tr>
<tr>
<td>• Maps activities to types of experiential learning (e.g., service learning)</td>
<td>• Student-facing portfolio includes reflection piece for each artifact</td>
<td>• Two applications: one sets up challenges to earn badges, one allows faculty to create badges</td>
</tr>
<tr>
<td>• Memory aid for students in writing resumes</td>
<td>• Links coursework to specific professional competencies</td>
<td>• Platform to display app’s and Mozilla’s badges</td>
</tr>
</tbody>
</table>

73% of HR managers unfamiliar with e-portfolios; 93% want to see student’s resume


1) According to 2008 survey of 600+ employers.
### Practice 5: Experience-Spanning Reflection Exercises

When Preparation Meets Opportunity

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

<table>
<thead>
<tr>
<th>Before Experience</th>
<th>During Experience</th>
<th>After Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical practice</strong></td>
<td><strong>Best practice</strong></td>
<td><strong>Typical practice</strong></td>
</tr>
<tr>
<td>No preparation, or basic orientation covering logistics</td>
<td>Online “mini-MOOC” focused on NACE(^1) competencies</td>
<td>Students complete assessment with employers</td>
</tr>
<tr>
<td>Before internship career workshop series</td>
<td>Pre-internship career workshop series</td>
<td>Co-op employers evaluate student self-reflection pieces</td>
</tr>
<tr>
<td>No continuous reflection, or an activity journal with little guidance or oversight</td>
<td>Students complete guided inquiries with faculty advisor throughout co-op</td>
<td>Students take an online portfolio development course concurrent with co-op</td>
</tr>
<tr>
<td>Co-op prep course on professional skills</td>
<td>Faculty engage in site visits with community partners</td>
<td>Post-work learning outcomes discussion with co-op employer</td>
</tr>
</tbody>
</table>


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1) National Association of Colleges and Employers.
Experiential Learning Reflection Toolkit

16 Exercises to help students translate their curricular and co-curricular experiences into skills and career-oriented competencies

- Learning assessment rubrics
- Work experience reflection templates
- In-course evaluation surveys

Example resource: Student learning outcomes assessment rubric (George Mason University Students as Scholars program)

Source: George Mason University, “Students as Scholars,” http://oscar.gmu.edu; EAB interviews and analysis.
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."

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."

Practice 7: Syllabus Competency Matching

A Light (but Critical) Lift for Faculty

Identify Transferable Skills in Existing Curricula

Sample Syllabus – English 111

<table>
<thead>
<tr>
<th>Competencies Developed by Deans, Faculty, and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Working within the dynamic of a group</td>
</tr>
<tr>
<td>✔ Research skills</td>
</tr>
<tr>
<td>✔ Oral presentation skills</td>
</tr>
<tr>
<td>✔ Leadership skills</td>
</tr>
<tr>
<td>✔ Ability to work within a set time frame</td>
</tr>
<tr>
<td>✔ Critical-thinking skills</td>
</tr>
</tbody>
</table>

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

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.

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


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Profiled Practices:

8: Embedded Professional Tracks

9: Applied Degree Core
Students struggle to articulate basic professional skills all employers look for

**Boundary-Crossing Competencies**
Teamwork, communication, global perspective, etc.

- Many Disciplines
- Many Systems

Developed through gen ed requirements

Developed through major(s) and minor(s)

Developed in some pre-professional programs (computer science, etc.)

Students lack opportunities to develop broad technical skills
Multiple Barriers Keep Liberal Arts Students from Career-Oriented Minors

- Data Analytics
  - Students unaware of minor option
  - Courses have limited capacity
- Design
- Engineering
  - Requires fulfillment of prerequisites
- Law
  - Different course scheduling systems
- Business
  - Low level of student interest
- Liberal Arts Major

Source: EAB interviews and analysis.
Meeting the Liberal Arts Halfway

Mount Holyoke’s Nexus Program

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 interdepartmental faculty advisory groups or rotating chairs

**Pre-experience Programming**

- Preselected course options tailored to track

**3 Academic Courses**

- Related internship, research project, or summer job

**Practical Experience**

**Curriculum-to-Career Course**

**Presentation on Experience**

9 Nexus tracks available

100 Students declared a track in 2015

Source: Mount Holyoke, “Nexus: Curriculum to Career,” [www.mtholyoke.edu/acad/nexus](http://www.mtholyoke.edu/acad/nexus); EAB interviews and analysis.
The ‘Bachelor of Innovation’ (BI) Program

Inside the U of Colorado – Colorado Springs’ New Degree Model

Practice 9: Applied Degree Core

The BI degree type leaves the traditional academic major untouched

**BA/BS**

- Compass Curriculum
- Electives
- College Area Requirements

**Major**

**BI**

- **Cross-Discipline Core**
- **Innovation Core**

- Compass Curriculum
- Electives
- College Area Requirements

**Major**

**BI students take 15 credits in a complementary discipline**

**BIs launched in the College of Arts and Humanities**

**Sample BI Programs**

- Computer Science
- Electrical Engineering
- Early Childhood Education
- Business Administration
- Computer Security
- Game Design and Development
- Chemistry
- Communications
- Visual and Performing Arts
- Women’s and Ethnic Studies

Practice 9: Applied Degree Core

Surprisingly Broad Uptake

BI Enrollment Growing Far Beyond Initial Projections

Sample BI Courses

**Introduction to Entrepreneurship**
- Designed to provide an introduction to the process of turning an idea into a successful start-up business

**Innovation Teams**
- A 3-course sequence where students at different levels work in multidisciplinary 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 Bachelors of Innovation

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>134</td>
</tr>
<tr>
<td>2013-14</td>
<td>183</td>
</tr>
<tr>
<td>2014-15</td>
<td>270</td>
</tr>
<tr>
<td>2015-16</td>
<td>384</td>
</tr>
</tbody>
</table>

Initial estimate of max program enrollment was 180 students

Source: University of Colorado Colorado Springs, “Innovation Core,” [http://innovation.uccs.edu/innocore](http://innovation.uccs.edu/innocore); EAB interviews and analysis.
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Profiled Practices:

10: Cohort-Based Faculty Fellowship
Practice 10: Cohort-Based Faculty Fellowship

Assigning Signal Value

Encourage Faculty Participation Through Recognition and Ongoing Support

University of Alabama – Birmingham Faculty Fellowship

**Faculty Apply**
- Scoring process promotes multidisciplinarity
- Faculty asked to recommend colleagues new to service learning

**Trained and Mentored**
- Discussion seminar once a month for a year
- Each faculty member meets with mentor throughout program

**Become a Mentor**
- Faculty participants present to home departments
- Some return as panelists or mentors

**Accepted, Given Grant**
- Can use grant for teaching and research materials, travel, support staff

**Teach**
- Teach newly developed or revised course

**10-12**
Faculty accepted each year

**$1,500**
Grant awarded to each participant

**70**
High-demand courses developed or redesigned

Source: EAB interviews and analysis.

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Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Enhancing the Market Value of the College Experience

1. Equip Students to Proactively Align Curricular and Co-curricular Plans with Personal Goals

2. Encourage Ongoing Reflection and Narration

3. Augment the Core Curriculum to Address Skill and Experience Gaps

Scaling Experiential Learning Opportunities to Underserved Populations

4. Expand Faculty Engagement with Experiential Learning

Lower Access Barriers to Applied Learning Outside the Classroom

Profiled Practices:

11: Student Worker Professional Development

12: On-Campus Internship

13: Career Readiness Bridge Program
An Uneven Playing Field

Abundant Challenges to Engaging All Students in 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, unpaid 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

Source: EAB interviews and analysis.
Enriching Part-Time Work

Turning Jobs of Necessity into Valuable Opportunities

Establish Division-Wide Learning Outcomes
To improve productivity and engagement, determine list of nine skills all student jobs should teach.

Pilot Supervisors Submit Job Descriptions
Supervisors in pilot offices send job descriptions to a dedicated career services staff member.

Job Duties Reviewed Against Outcomes
Staff member ensures all nine skills are represented or suggests additional responsibilities.

Division-Wide Expansion
Gradually expand the program to include all student on-campus jobs.

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 articulating their skills to prospective employers.”

John Austin, Executive Director of Student Affairs
Ryerson University
Practice 12: On-Campus Internship

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 | $1,000 |
| Number of internships developed on campus | 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

- All applicants must complete a professional skills and internship prep workshop
- Applicants encouraged to complete a resume review with career services
- Every applicant is guaranteed a first-round interview with career services
- Rejected applicants can reapply in the next semester with a stronger application

32
Students received on-campus internships in 2016

110
Students received career development as part of this program in 2016

Source: EAB interviews and analysis.
Practice 13: Career Readiness Bridge Program

Getting a Head Start

Hamilton College’s “First Year Forward” (FYF) Program

Year-Long Career Development Initiative

1. Students selected in first year to participate based on financial need and first-generation college student status

2. Students complete self-assessment and career exploration

3. Students attend monthly group sessions on professional development topics

4. Students complete three informational interviews over winter break

5. Students participate in four individual appointments with career counselors or peer advisors

6. Students who complete academic year components participate in career-related summer experience

Source: EAB interviews and analysis.
"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*
1 Moving Beyond the Either/Or Debate Surrounding Career Preparation

2 Best Practices in Integrating Academic and Career Development

3 Summary of Additional Resources
The Full Scope of EAB Support

Research and Tools to Maximize the Reach and Impact of Opportunities

29 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