Colin Koproske
Practice Manager
ckoproske@eab.com

Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs Forum

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1 **Moving Beyond the Either/Or Debate Surrounding Career Preparation**

2 Best Practices in Integrating Academic and Career Development

3 Preview of Full Report and Additional Resources

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Canadian Policymakers Push Industry Alignment

Beginning to Emphasize Career Outcomes

$73M

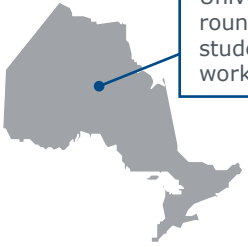
Funding from the Canadian government to support work-integrated learning activities

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

Source: Universities Canada, "University And College Students Should Have Access to Work-integrated Learning," June 2, 2016; Government of Ontario, "Building the Workforce of Tomorrow: A Shared Responsibility," 2016; Province of British Columbia, "Post-secondary funding to align with in-demand jobs," 2015; EAB interviews and analysis.

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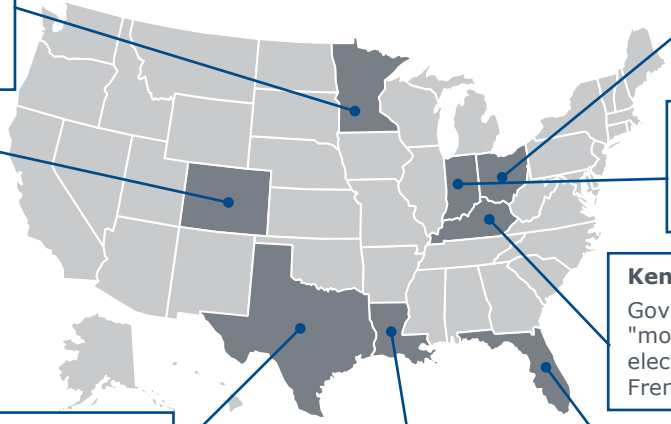
State Focus on Job Prep Not New, but Mounting

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

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

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."

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

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.

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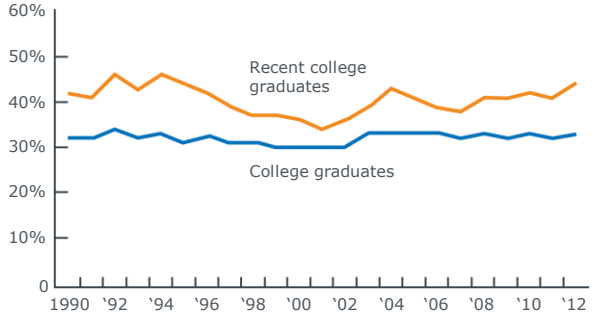
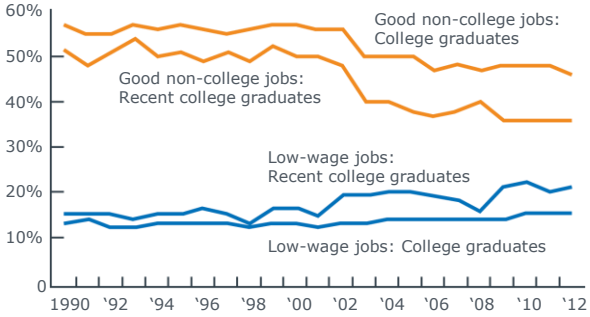
Is There a True Skills Gap?

Unclear Who to Blame for Post-Graduation Underemployment

Underemployment Rates Rising for Recent College Graduates



Job Quality[1] Among Underemployed College Graduates Decreasing



New York Fed, analysis of Census and Bureau of Labor Statistics, Current Population Survey, Dept of Labor, and O*NET data.

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]

1) Defined by higher salary, skill requirements, and career orientation (i.e. electrician vs. cashier).
2) 2014 *Inside Higher Ed* Chief Academic Officer Survey.
3) Gallup & Lumina Foundation, "What America Needs to Know About Higher Education Redesign," 2014.

Source: New York Fed, "Are Recent College Graduates Finding Good Jobs?," *Current Issues in Economics and Finance*, Vol 20 No 1.

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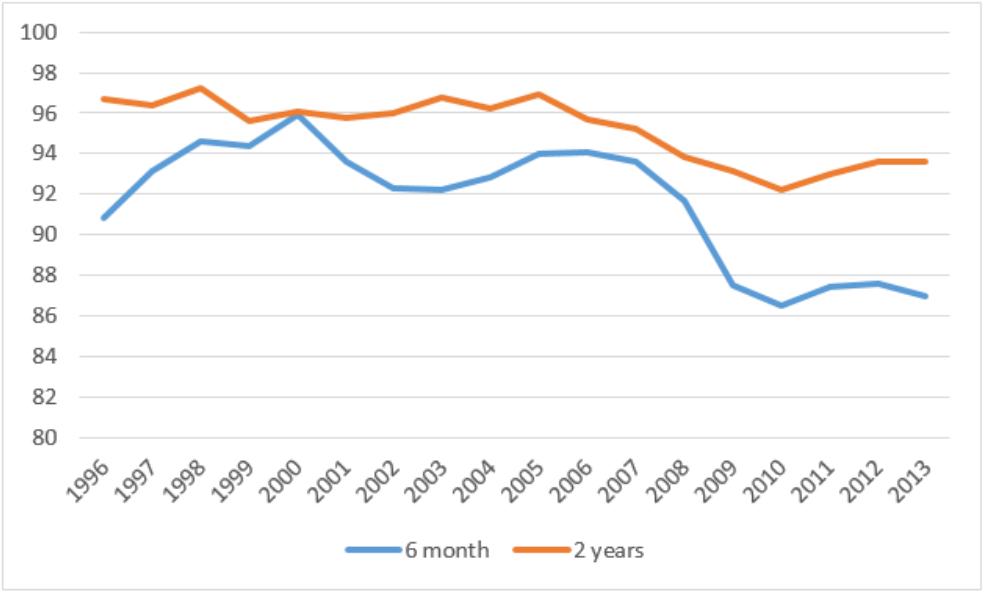
Ontario's Post-Graduate Employment Picture

Post-Recession Outcomes Failing to Rebound to Pre-Recession Levels

Employment Rates, Ontario University Graduates
6 Months and 2 Years Out, by Graduating Class, 1996-2013



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Source: Survey of Graduate Outcomes, Council of Ontario Universities.

Painting a More Positive Picture

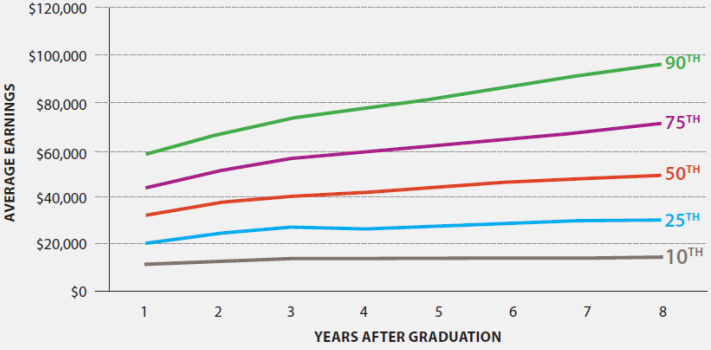
Findings from the EPRI-ESDC 'Tax Linkage' Project

uOttawa

Ross Finnie
Director, Education Policy Research Initiative (EPRI)
Full Professor, Graduate School of Public and International Affairs

"Engineering, Mathematics & Computer Science, and Business graduates generally had higher incomes and greater earnings growth than others, but graduates of almost all other fields of study, including the oft-maligned Humanities and Social Sciences bachelor's graduates, also performed well. Fine Arts graduates had the lowest earnings levels. Very few graduates had truly barista-level earnings even to start, and they increasingly moved even further from that level as they gained labour market experience."

Distribution of Earnings by Percentile (2005 cohort)



Analysis combines student data from 14 PSE institutions in Canada and tax data from Statistics Canada, examining student graduate cohorts from 2005 to 2013.

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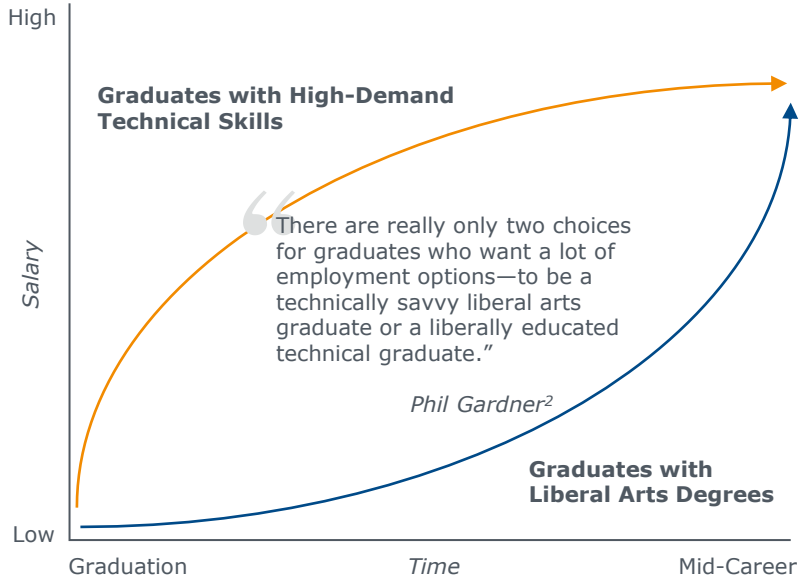
Source: http://www.epri.ca/tax-linkage

The Fox and the Hedgehog

Two Worrisome Trajectories Facing Underprepared Graduates



> "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 Gardner*[2]

92% Of executives[1] say "soft" skills as important or more important than technical skills

89% Of executives 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."

1) According to a survey of 900 executives: Kate Davidson, "Employers Find 'Soft Skills' Like Critical Thinking in Short Supply," *Wall Street Journal*, 2016.
2) Director, Michigan State University Collegiate Employment Research Institute.

Source: AAC&U, "Liberal Arts Degrees and Their Value in the Employment Market," http://www.aacu.org/nchems-report; Scott Jaschik, "The Liberal Arts and Careers," *Inside Higher Ed*, 2012; EAB interviews and analysis.

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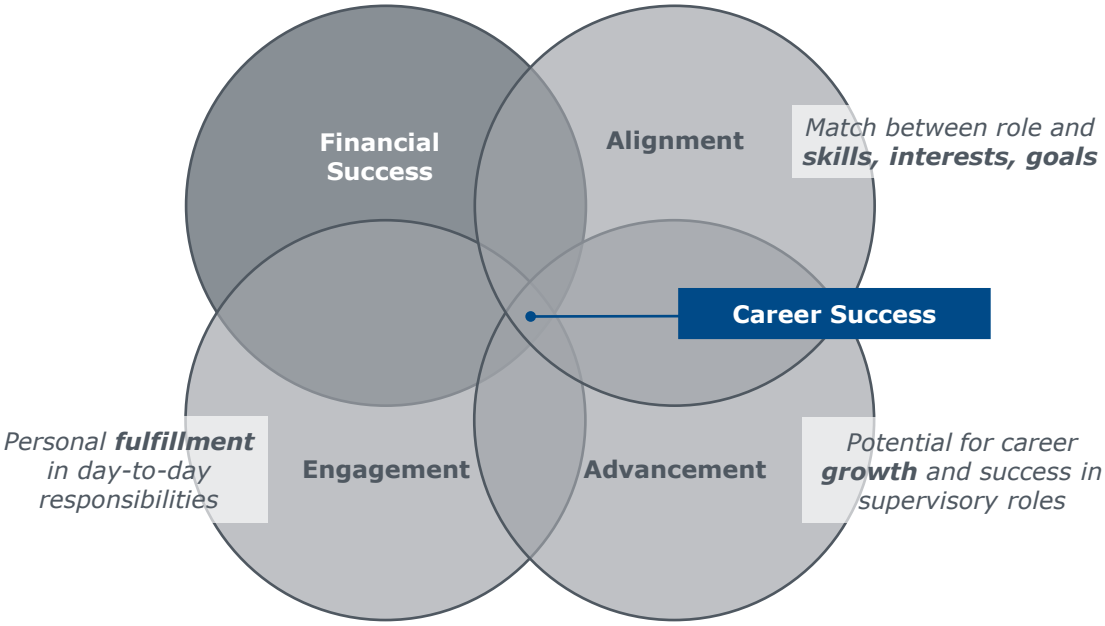
Success Beyond Salary

Emphasizing Alignment, Engagement, and Advancement in Outcomes



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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 **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, **25% of graduates participated in zero, and only 3% participated in all six**.

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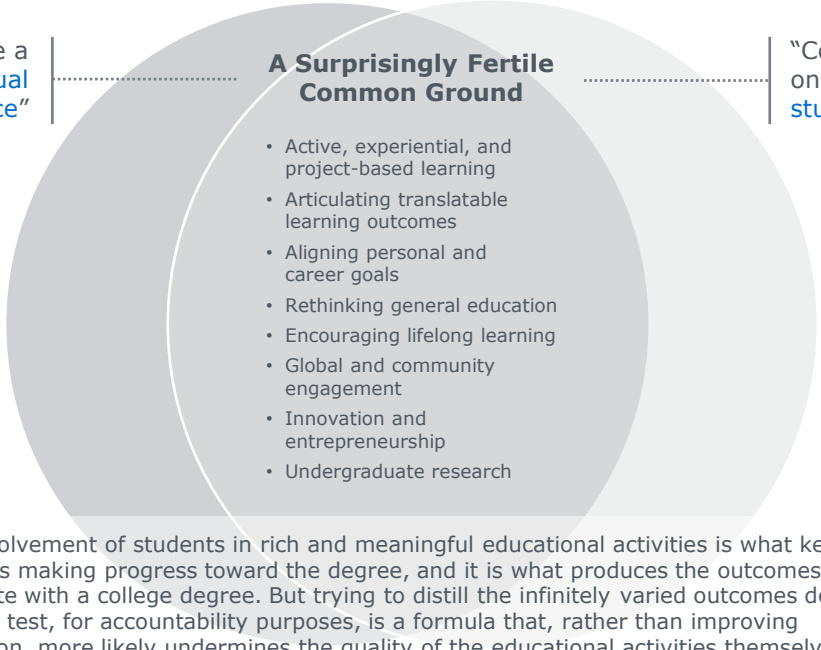
Source: Brandon Busteed and Sean Seymour, "Many College Graduates Not Equipped for Workplace Success," *Business Journal*, 2015.

A Constructive Path Forward

'High-Impact Practices' Span the Divide Between Extremes

"College should be a purely intellectual experience"

"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

Source: Robert Shireman, "The Real Value of What Students Do in College," *The Century Foundation*, 2016; EAB interviews and analysis.

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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**

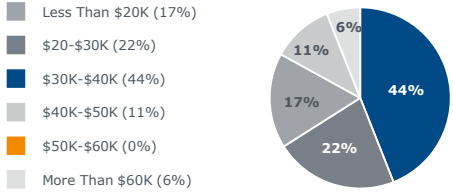
Not just basic outcomes…

92%
Working, grad school, or both

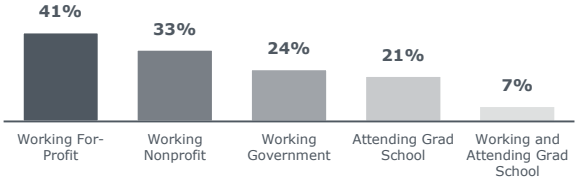
1% Other

7% Seeking Employment

..how much they make…



…but where they went...



Employers | Grad Schools

…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.

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

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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 **salary**		Employed alumni **fulfilled** in current work		Helped alumni **find first job**	Require **work experience**
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

Indiana Commission for Higher Education

Visibility of state dashboard emphasizes need for more data collection

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

Source: Learn More Indiana, "Indiana College Value Index," http://www.learnmoreindiana.org/indiana-college-value-index/, EAB interviews and analysis.

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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

Source: NACE Career Services Benchmark Survey, 2015-16; NACE Internship Survey, 2016; EAB interviews and analysis.

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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

Provost

Academic and Career Development Strategy

- Campus Involvement
- Program Design
- Career Advising
- Active Learning
- Career Mentoring
- Curricular Planning
- Outcomes Marketing
- Service Learning

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

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.

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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

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

How can we ensure that our students can articulate what they've learned? → **2** Encourage ongoing reflection and narration

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

Scaling Experiential Learning Opportunities to Underserved Populations

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

How can we reach students with fewer resources and reduce the risk of co-curricular commitments? → **5** Lower access barriers to applied learning outside the classroom

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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:

1: Co-curricular Planning Tool

Queen's University

2: Point-Based Engagement Incentives

The University of Tennessee at Chattanooga

3: Proactive Major Alignment Pathing

FIU

Purdue University

4: Hybrid Intake Advising

Agnes Scott College

University of Wyoming

James Madison University

5: Industry-Based Career Coaches

George Mason University

6: First-Year Field Exposure

Western Washington University

The University of Chicago

Endicott College

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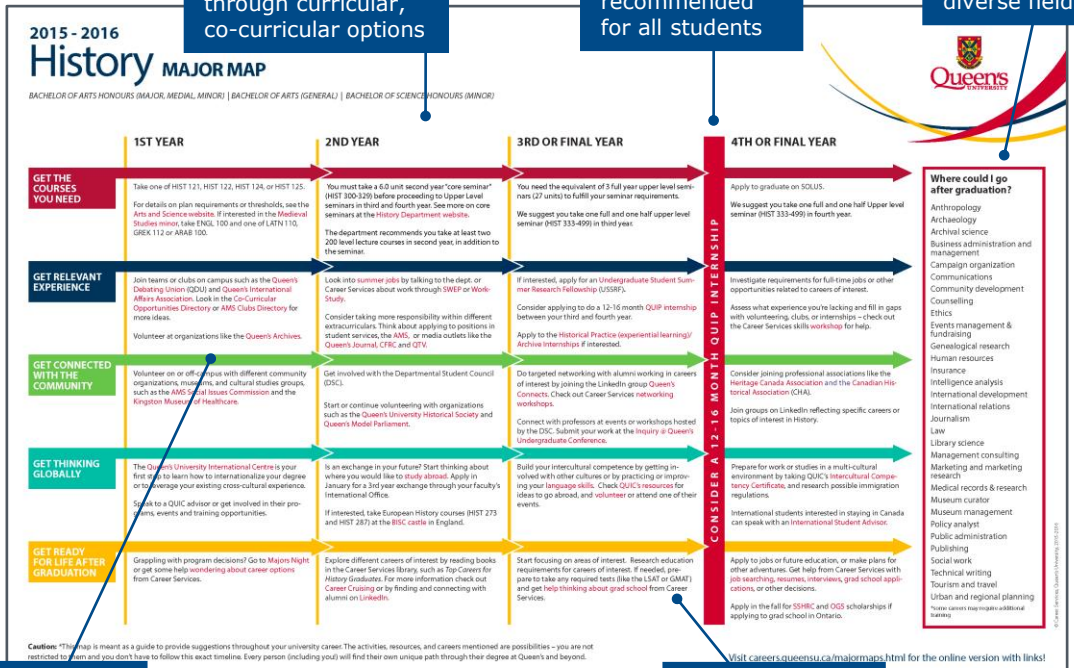
Beyond the Degree Plan

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

Third-year co-op recommended for all students

Career ideas in diverse fields



Focus on experiential, service learning

Map serves as gateway to online resources

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

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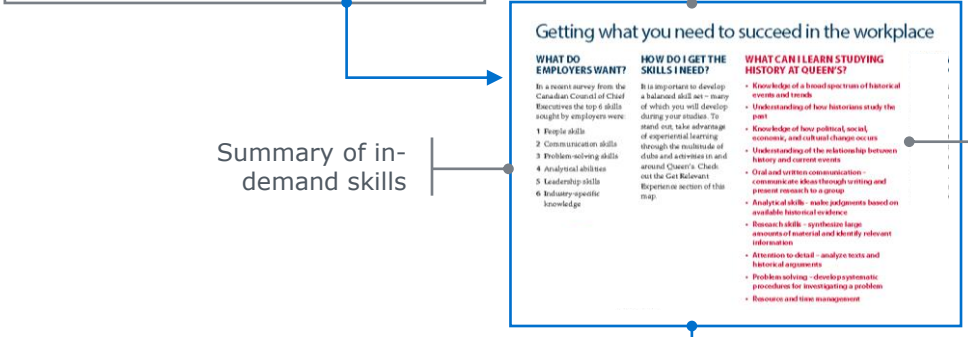
Emphasizing High-Demand Skills

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

Queen's University


Getting what you need to succeed in the workplace

WHAT DO EMPLOYERS WANT?

In a recent survey from the Canadian Council of Chief Executives the top 6 skills sought by employers were:

1 People skills
2 Communication skills
3 Problem-solving skills
4 Analytical abilities
5 Leadership skills
6 Industry-specific knowledge

HOW DO I GET THE SKILLS I NEED?

It is important to develop a balanced skill set – many of which you will develop during your studies. To stand out, take advantage of experiential learning through the multitude of clubs and activities in and around Queen's. Check out the Get Relevant Experience section of this map.

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
- Oral and written communication – communicate ideas through writing and present research to a group
- Analytical skills – make judgments based on available historical evidence
- Research skills – synthesize large amounts of material and identify relevant information
- Attention to detail – analyze texts and historical arguments
- Problem solving – develop systematic procedures for investigating a problem
- Resource and time management

Summary of in-demand skills

List of skills gained in the specific major

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

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

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From Passive Guide to Active Exercise

Incentives Encourage Student Action on Major Map Recommendations

The University of Tennessee Chattanooga | ThinkAchieve

Beyond the Classroom

My Major Map History, Year 2		
Courses • History 204 (EL)	20 Points	*Experiential learning-designated course*
Job Experience • Shadow a lawyer at the ACLU	10 Points	*Non-academic credit-bearing experience*
Community • Judge high school poster fair	2 Points	*Community event*
Global • Attend study abroad info session	2 Points	*Campus event*
Career Preparation • Attend interview prep session	2 Points	*Campus event*

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[1] 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; EAB interviews and analysis.

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Putting Career Exploration First, Not Last

Equip Advisors with Student Interest Data for Proactive Pathing

Pre-application Survey Links Personal Interests to Career Fields

FIU

Which of these activities interests you the most?

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

Survey Results Enable Major Fit Discussions at Orientation

PURDUE UNIVERSITY

Good Major/ Interest Fit

Advising Guide Recommendations

- Recommend courses
- Discuss co-curricular, experiential options

Major/ Interest Mismatch

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

Source: Jerry Trusty, "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.

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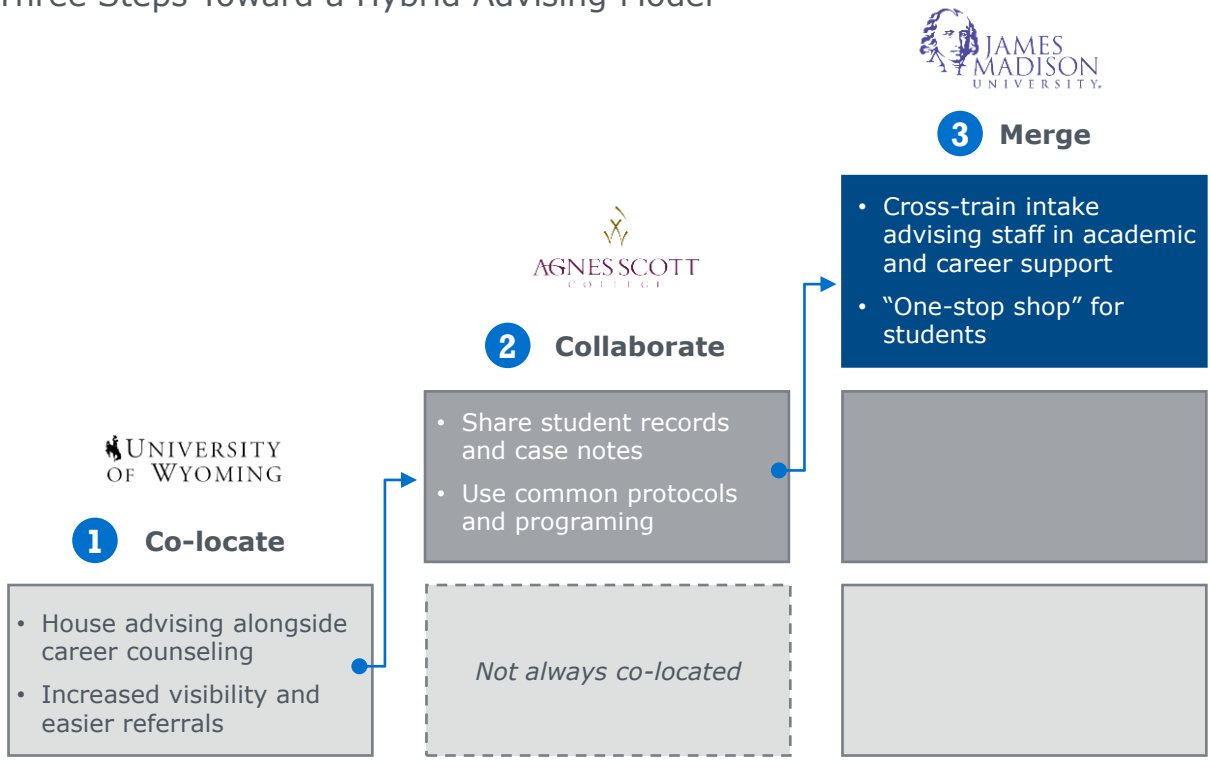
Bridging the Structural Divide

Three Steps Toward a Hybrid Advising Model



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

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Providing Industry-Specific Guidance

George Mason University's Industry Advisor Model

John Connington[1]

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

- Health care
- Sciences

- Construction
- Engineering
- Technology
- Transportation

- Criminal justice
- Government
- Law

- Education
- Hospitality
- Tourism
- Human services
- Nonprofit
- Sports
- Recreation

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

1) Pseudonym.

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

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Exploring by Doing

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

A Brief Glimpse

Typical:

Class field trip to a company or research laboratory

Best Practice:

"Scientist for a day": Hands-on field experience

Western Washington University

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

The University of Chicago

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

Endicott College

Internship 100

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

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

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4. Expand Faculty Engagement with Experiential Learning
5. Lower Access Barriers to Applied Learning Outside the Classroom

Profiled Practices:

7: Experience-Spanning Reflection Exercises

Portland State University · Antioch College · Endicott College · Connecticut College · Drexel University · George Mason University

8: Thematic Core Curriculum Pathways

Northern Illinois University · Virginia Tech

9: Vocational Alignment Capstone

10: Syllabus Competency Matching

Memorial University

11: Student-Facing Reflection Tools

Elon University · Purdue University

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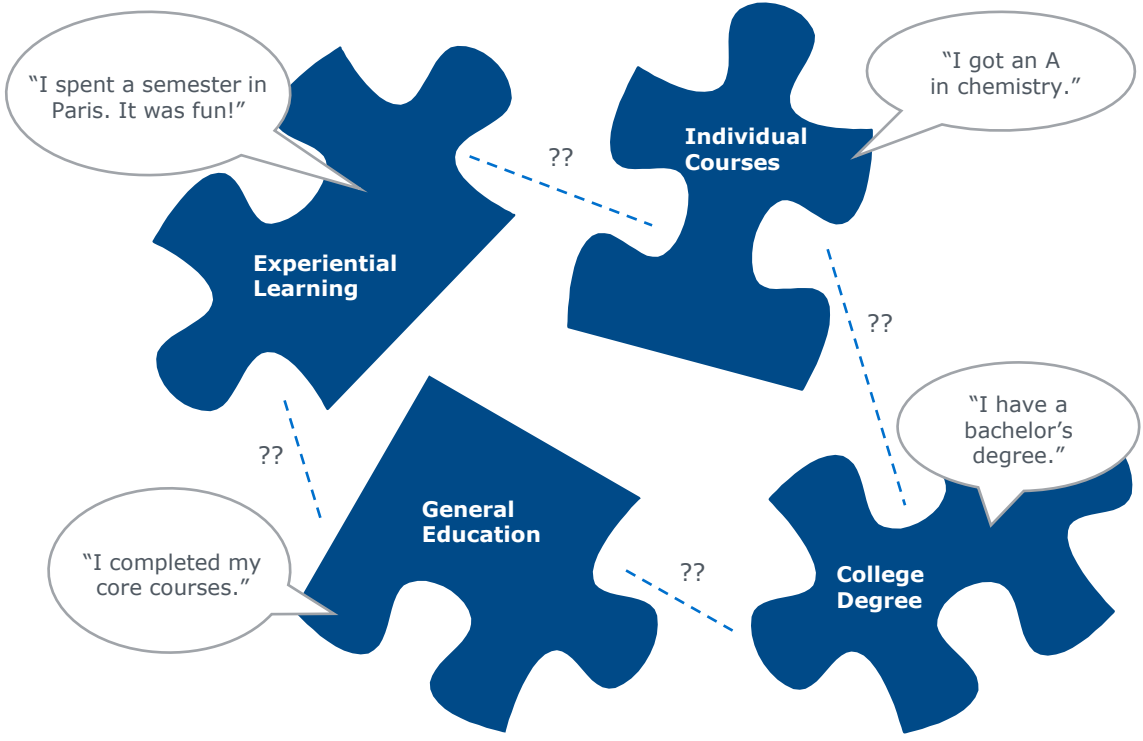
‘Tell Me Why You’re Qualified’

Students Struggle to Articulate Applicability of Academic Experiences



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Source: 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	Portland State University: Online "mini-MOOC" focused on NACE[1] competencies Connecticut College: Pre-internship career workshop series Co-op prep course on professional skills	Students complete guided inquiries with faculty advisor throughout co-op Antioch College: Students take an online portfolio development course concurrent with co-op Endicott College: Faculty engage in site visits with community partners	George Mason University: Students complete assessment with employers Drexel University: Co-op employers evaluate student self-reflection pieces Post-work learning outcomes discussion with co-op employer

1) National Association of Colleges and Employers.

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; George Mason University, "Receiving Internship Credit," http://integrative.gmu.edu/current-students/internships; EAB interviews and analysis.

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Experiential Learning Reflection Toolkit

(Forthcoming Resource)

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)

Discovery of Scholarship Rubric

QEP Student Learning Outcomes	Level of Competence			
	4 Advanced	3 Proficient	2 Emerging	1 Novice
Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.				
1. Distinguish between personal beliefs and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Usually make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Unable to make distinctions among personal beliefs, opinions, claims and evidence-based understanding.
2. Articulate how scholarship influences society.	Explain multiple implications of new knowledge and societal impact.	Explain some of the implications of new knowledge and societal impact.	Explain a few of the implications of new knowledge and societal impact.	Explain none of the implications of new knowledge and societal impact.
3. Understand epistemological or historical perspectives of a specific body of knowledge.	Demonstrate understanding and professionally express the method, validity or scope of a specific body of knowledge.	Demonstrate some understanding and be able to express the method, validity or scope of a specific body of knowledge.	Demonstrate limited understanding of the method, validity or scope of a specific body of knowledge.	Demonstrate little or no understanding of the method, validity or scope of a specific body of knowledge.
4. Evaluate credibility of source information.	Use a wide range of criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among a wide range of different types of source information, including primary and secondary sources; and clearly demonstrate how each type of source information can be useful for scholarly inquiry.	Use some criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among some types of source information, including primary and secondary sources; and demonstrate the use of some types of source information in scholarly inquiry.	Use limited criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish between primary and secondary sources.	Be unable to use criteria that are appropriate to the discipline to judge the quality and validity of the source information; be unable to distinguish between primary and secondary sources.
5. Understand research methods used in a discipline.	Consistently identify appropriate methodologies for exploring a range of research questions; explain the design of the methodologies used in previously conducted research in the field; and recognize advantages and limitations of different methodologies.	Generally identify appropriate methodologies used for research in the field; describe the methodologies used in previously conducted research in the field; and recognize some advantages and limitations of different methodologies.	Occasionally identify appropriate methodology used for research in the field; identify some key elements of the methodologies used in previously conducted research; and recognize some advantages and limitations of a particular methodology.	Demonstrate only a limited awareness of appropriate research methodologies used in the field; identify few elements of the methodologies used in previous conducted research.
6. Understand how knowledge is transmitted within a discipline, across disciplines, and to the public.	Explain various pathways for dissemination of scholarship; be able to make explicit connections between early scholarship and later work; and analyze the transition and adaptation of scholarship within and across a variety of contexts.	Explain some pathways for dissemination of scholarship; be able to make some connections between early scholarship and later work; and describe the transition and adaptation of scholarship within and across a variety of contexts.	Explain a few pathways for dissemination of scholarship; demonstrate awareness of early scholarship informing later work; and recognize some transitions and adaptations of scholarship within and across contexts.	Be unable to identify pathways for dissemination of scholarship; have minimum awareness of how early scholarship influences later work; and recognize few transitions and adaptations of scholarship within and across contexts.

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

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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."

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."*

Northern Illinois University — 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."*

Virginia Tech — 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."*

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

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Designing Your Life

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

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

Designing the Professional

Stanford offers a similar course for graduate students which incorporates both academic and non-academic opportunities into "Odyssey Years" planning exercises.

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Source: Stanford Design Program, "Designing Your Life," http://web.stanford.edu/class/me104b/cgi-bin; 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.

MEMORIAL UNIVERSITY

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

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Source:s Joy, R, Shea, R, Youden Walsh, K, "Advancing Career Integrated Learning at Memorial," Lecture, Cannexus, 2013; EAB interviews and analysis.

Constructive, but Not Disruptive

New Credentialing Tools Best Leveraged to Inform, Not Replace Resumes

Student Activities, Experiential Learning, and Coursework

Co-curricular Transcript

ELON UNIVERSITY

- Records participation in co-curricular activities
- Maps activities to types of experiential learning (e.g., service learning)
- Memory aid for students in writing resumes

E-Portfolio

- Repository of student coursework and projects
- Student-facing portfolio includes reflection piece for each artifact
- Links coursework to specific professional competencies

Badges

PURDUE UNIVERSITY

PASSPORT

- 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

73% of HR managers unfamiliar with e-portfolios; 93% want to see student's resume[1]

1) According to 2008 survey of 600+ employers.

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

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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

4,500

Companies have a people analytics unit

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

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.

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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
5. Lower Access Barriers to Applied Learning Outside the Classroom

Profiled Practices:

12: Applied Learning Opportunity Portal

UNIVERSITY OF TORONTO FACULTY OF ARTS & SCIENCE

13: Embedded Professional Tracks

MOUNT HOLYOKE

14: Problem-Based Experiential Fellowships

UNIVERSITY OF MONTANA

15: Applied Degree Core

UCCS

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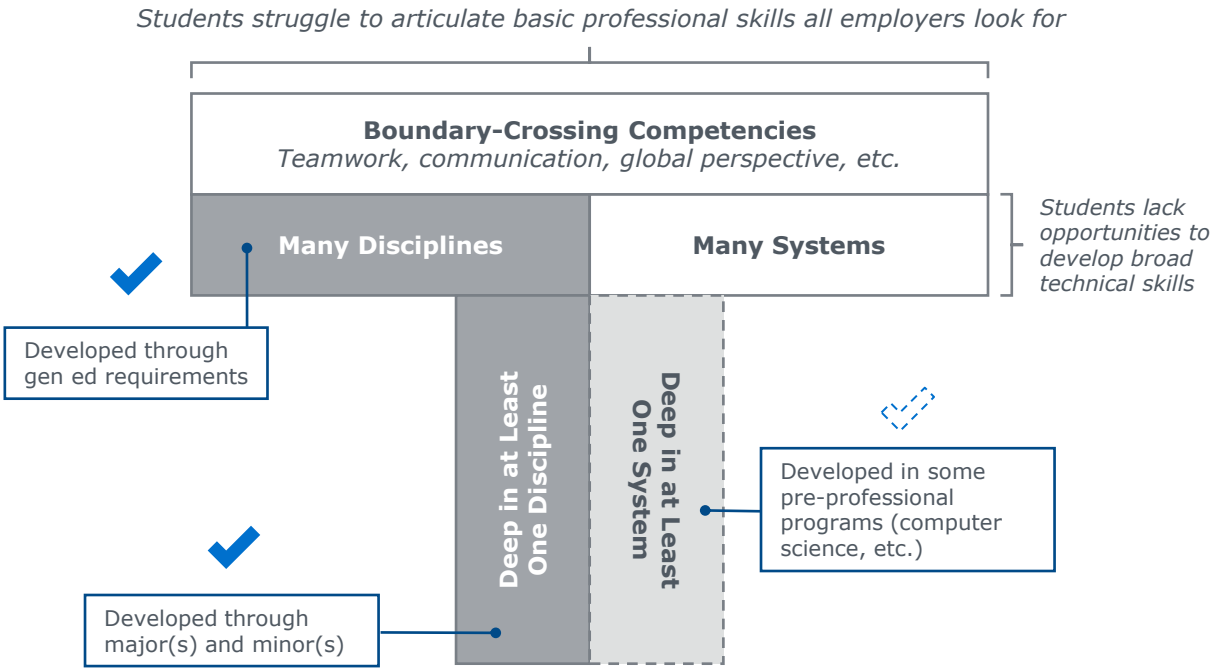
Today's Episode Brought to You by the Letter 'T'

Many Graduates Lack Broad Pre-professional and Technical Competencies



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

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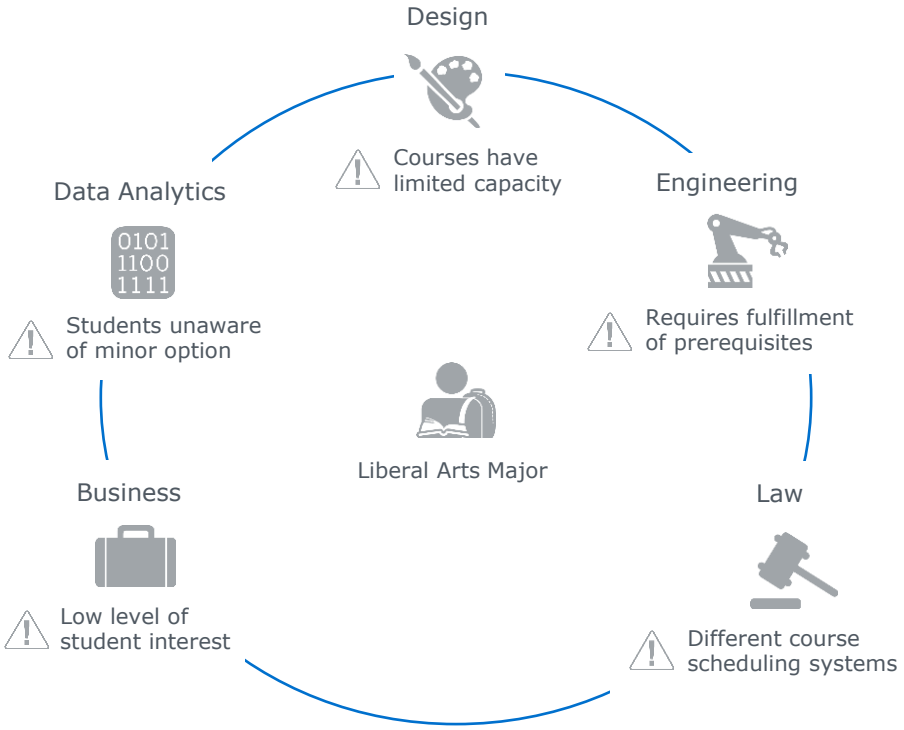
Just Out of Reach

Multiple Barriers Keep Liberal Arts Students from Career-Oriented Minors



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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

MOUNT HOLYOKE

Pre-experience Programming

3 Academic Courses — *Preselected course options tailored to track*

Practical Experience — *Related internship, research project, or summer job*

Curriculum-to-Career Course

Presentation on Experience

9 Nexus tracks available

100 Students declared a track in 2015

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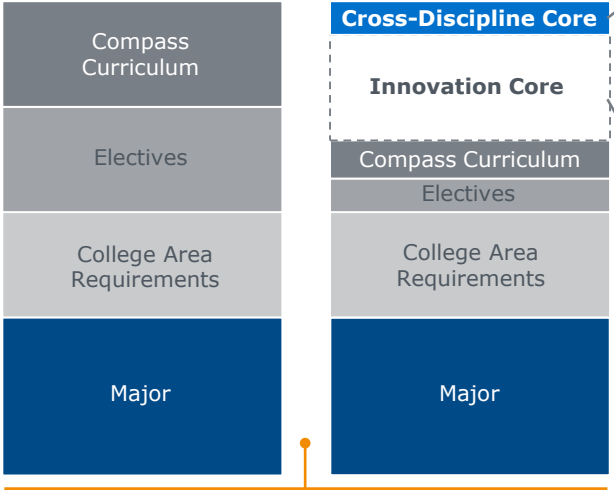
Source: Mount Holyoke, "Nexus: Curriculum to Career," www.mtholyoke.edu/acad/nexus; EAB interviews and analysis.

The 'Bachelor of Innovation' (BI) Program

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



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

24-credit sequence teaches boundary-crossing competences

The BI degree type leaves the traditional academic major untouched

BIs launched in the College of Arts and Humanities

UCCS

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

Source: University of Colorado, Colorado Springs, "Bachelor of Innovation Degrees," http://innovation.uccs.edu; EAB interviews and analysis.

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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

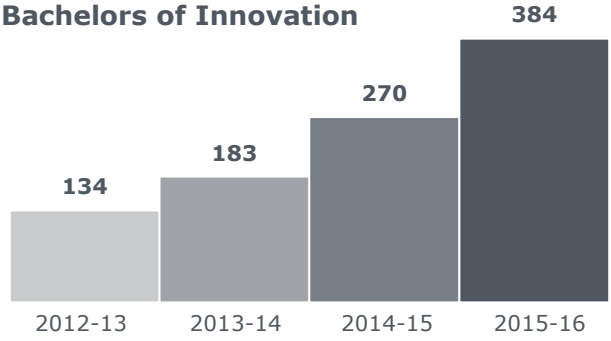
Innovation Teams

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



Initial estimate of max program enrollment was 180 students

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Source: University of Colorado Colorado Springs, "Innovation Core," http://innovation.uccs.edu/innocore; EAB interviews and analysis.

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4. **Expand Faculty Engagement with Experiential Learning**
5. Lower Access Barriers to Applied Learning Outside the Classroom

Profiled Practices:

16: Cohort-Based Faculty Fellowship

17: Community Partnership Liaisons

18: Central Support Portal

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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."

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Source: EAB interviews and analysis.

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

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Source: EAB interviews and analysis.

Matching Faculty to Community Partners

Dedicated Administrative Staff Streamline Partnership Building

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."*

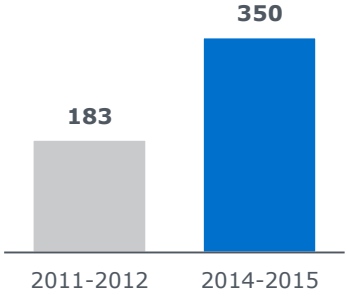
Center for Ethics and Social Responsibility

THE UNIVERSITY OF ALABAMA

- 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

Number of Partnerships



170

Participating faculty members in 2014-2015

Source: Black, S, "Building a Service-Learning Culture," *Center for Ethics and Social Responsibility*, University of Alabama, 2016, cesr.ua.edu; EAB interviews and analysis.

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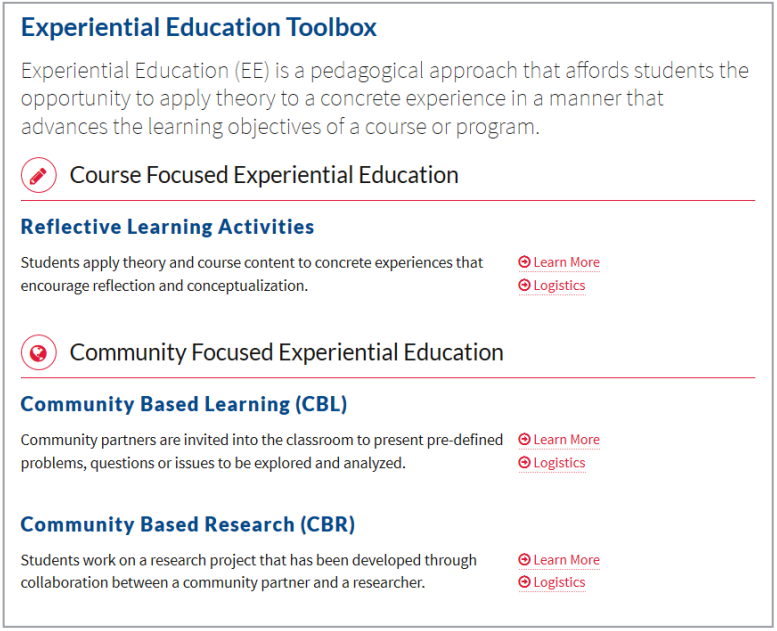
Easing the Logistical Burden

York University's Experiential Education Toolbox

YORK UNIVERSITÉ UNIVERSITY



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

Source: York University, "Experiential Education," http://teachingcommons.yorku.ca/resources-2/experiential-education; EAB interviews and analysis.

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Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

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4. Expand Faculty Engagement with Experiential Learning

5 Lower Access Barriers to Applied Learning Outside the Classroom

Profiled Practices:

19: Student-Run Consulting Services

20: Online Mini-internship Crowdsourcing

coursolve coursera University of Virginia

21: On-Campus Partner Satellite Space

University of Cincinnati

22: Student Worker Professional Development

Ryerson University

23: On-Campus Internship

Western Oregon University

24: Enterprise Co-Op Programs

University of Waterloo

25: Interdisciplinary Project Incubator

Ryerson University

26: Career Readiness Bridge Program

Hamilton Braven SJSU San José State University

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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

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Source: EAB interviews and analysis.

Lowering the Lift for External Partners

Augustana College's EDGE Center

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, public 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

High Arctic Institute; Barley & Rye Bistro Inc; Bethany for Children & Families; Savanna Illinois

Source: National Girls Collaborative Project; Augustana College, "Entrepreneurial Center (EDGE)," https://www.augustana.edu/academics/core/entrepreneurial-center; EAB interviews and analysis.

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An Opportunity for Exponential Scalability

UVA Professor Leverages Partnerships to Match Students and Partners

Digital Internships: Crowdsourcing Employer Problems to Learners

Digital internship platform connects students with businesses and organizations that have short-term projects

coursera

UNIVERSITY of VIRGINIA

Intern from a Distance:
Undergraduates and mid-career professionals seeking resume experience during MOOC

1 Select a learning module on a specific workplace skill (e.g., Determining Competitive Positioning)

2 Pair with an optional, real-world project on that workplace skill (e.g., develop a competitive analysis)

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

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Meeting Them Where You Are

U of Cincinnati Rents Campus Office Space to Partner Organization

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 downtown 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 per week during the school year
- Cincinnati Insurance hired 5-6 of their first 20 interns post-graduation

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

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Enriching Part-Time Work

Turning Jobs of Necessity into Valuable Opportunities

Ryerson University

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

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Source: EAB interviews and analysis.

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

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

WOU Registrar Data Analyst Internship Proposal

Western Oregon University

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.

Source: NACE, "Position Statement: U.S. Internships," http://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx, July 2011; Western Oregon University, "Community Internship Program," http://www.wou.edu/slcd/faculty-staff/wou-cip/; EAB interviews and analysis.

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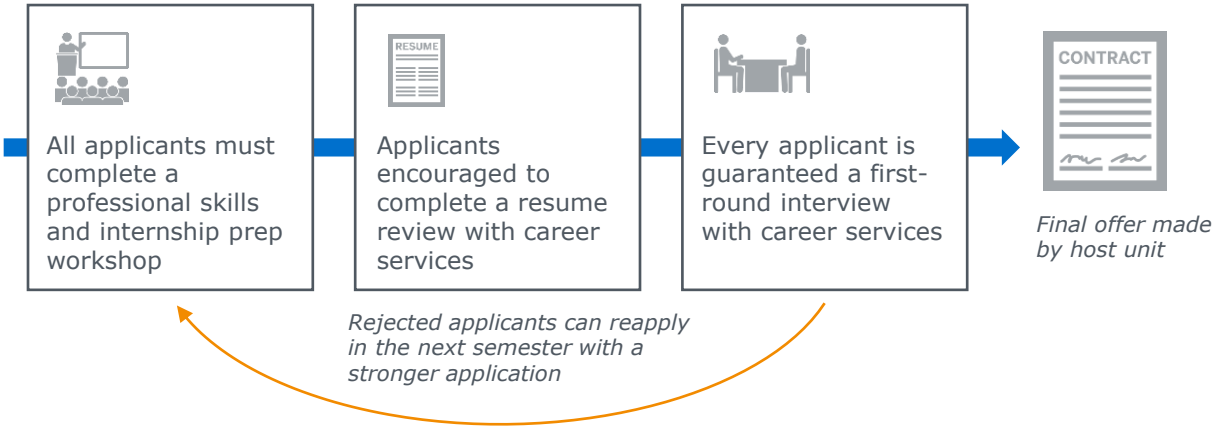
If at First You Don't Succeed…

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

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Source: EAB interviews and analysis.

Reducing the Start-Up Risk of Entrepreneurship

University of Waterloo's Enterprise Co-Op

UNIVERSITY OF WATERLOO

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
6. 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% of 25- to 34-year old Americans said a fear of failure kept them from starting a company in 2014; in 2001, just 24% said so.**"

Derek Thompson, The Atlantic

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

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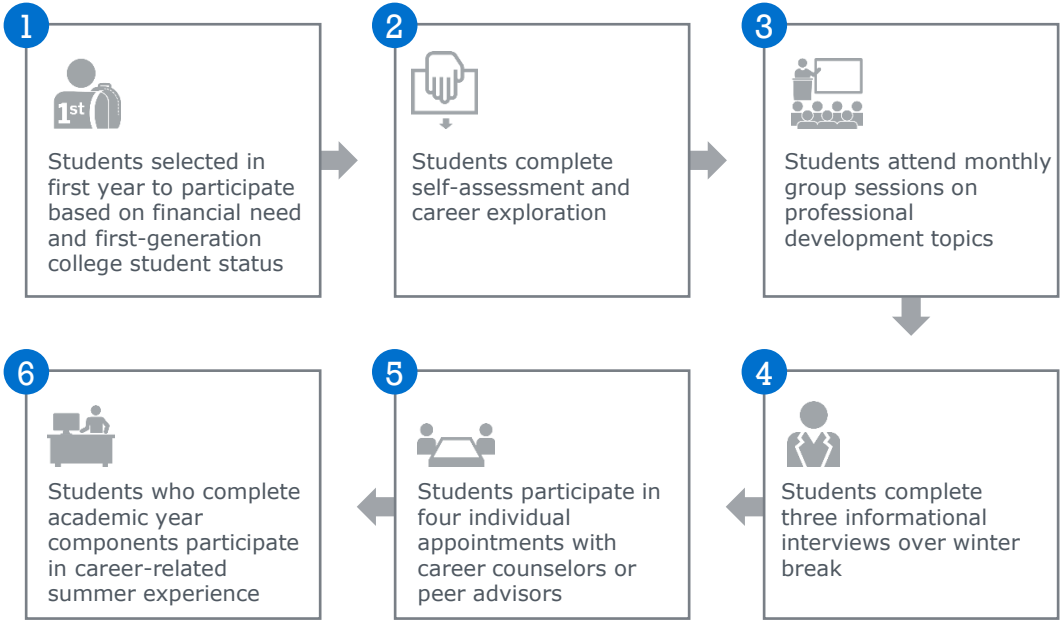
Getting a Head Start

Hamilton College's "First Year Forward" (FYF) Program

Hamilton

Year-Long Career Development Initiative



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Source: EAB interviews and analysis.

Bridging the Experiential Achievement Gap

San Jose State's Partnership with Start-Up Targets At-Risk Students

BRAVEN SJSU SAN JOSÉ STATE UNIVERSITY

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 industry contacts

Braven Increases Student Success and Engagement

↑ Participating students are more likely to graduate

2x 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

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

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1 Moving Beyond the Either/Or Debate Surrounding Career Preparation

2 Best Practices in Integrating Academic and Career Development

3 **Preview of Full Report and Additional Resources**

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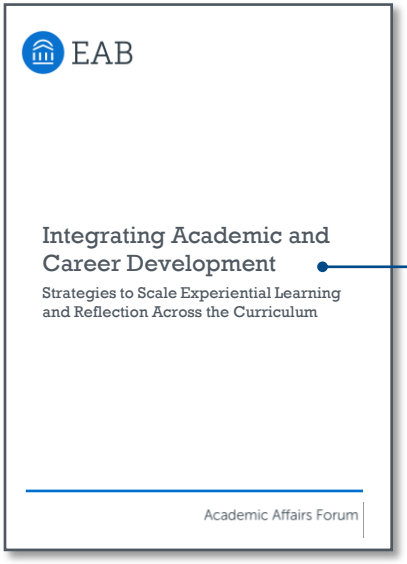
More Practices and Resources in Our Full Report

Addressing the Full Scope of Career Development Strategy



29 Best Practices for Integrating Academic and Career Development

7 Additional Practices Focusing on Career Development for **Graduate Students**

Implementation Resources

- Experiential Learning Reflection Templates
- Experiential Learning Impact Analyses
- Faculty Support Resource Center
- Vendor and Career Services Platform Summary

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Colin Koproske
Practice Manager
ckoproske@eab.com

Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs Forum

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