



**AGENDA and Notes**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

April 17, 2019  
2:30 pm-4:30pm, Room D123

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

2:30pm 2.1. Agenda – April 17, 2019

2.2. Minutes

January 23, 2019 ..... pg. 3

March 20, 2019 ..... pg. 6

**3. BUSINESS**

2:40 pm 3.1. Discontinuance – Computer Assisted Drafting certificate – Randy Kelley ..... pg. 9

3:00 pm 3.2. Provost’s Report

3:15 pm 3.3. Terms of Reference Review ..... pg. 14

3:45 pm 3.4. Academic and Career Education

Integrating Academic and Career Development pg 1-27, EAB ..... pg. 16

5 fresh ideas for career prep with liberal arts students, EAB website .....[link](#)

A new paradigm for education and career goal development, Academica Forum website .....[link](#)

Education & Career Development: An Academic Mission for the 21<sup>st</sup> Century, Academica Forum website .....[link](#)

**4. ADJOURNMENT and NEXT MEETING**

Next Meeting: May 15, 2019, 2:30 – 4:30pm, TBA

**5. INFORMATION ITEMS**

5.1. Email discussions and votes conducted March 22-April 1

5.1.1. New Program – Activity Assistant certificate

MOTION: That APPC recommend to Senate the approval of the new program-Activity Assistant certificate in Continuing Education.

15 voting ballots received. Motion carried. No abstentions.

5.1.2. Program Discontinuance – Portfolio Essentials certificate

MOTION: That APPC recommend to Senate the discontinuance of the Portfolio Essentials certificate program in the College of Arts.

15 voting ballots received. Motion carried. No abstentions.

5.2. Senate Approvals – March 15, 2019

5.2.1. New Program – Coding Skills Associate certificate

5.2.2. New Program – Digital Manufacturing diploma



5.3. Board Approvals – April 4, 2019

5.3.1. New Program – Coding Skills Associate certificate

5.3.2. New Program – Digital Manufacturing diploma

5.4. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



**Draft Minutes**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

January 23, 2019  
 3:00 pm | Room B121

Present: E. Davis (Chair), M. Walter (Vice-Chair), G. Palmer, R. Kelley, M. Manley, M. Wideman, S. Hardman, P. Wilson, A. Wiseman, G. Fehr, A. Bakos, F. MacDonald, B. Kirkley, L. Mackenzie, S. Murray, P. Geller, S. Smith, D. McGuire, B. Poettcker, V. Dvoracek

Regrets: C. Beshara, B. Seo, E. Landolfi, P. Pandey, A. Hodges, T. Malik, N. Mooney

Recorder: M. Saretzky

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

2.1. Agenda

**MOTION:**

That APPC approve the Jan. 23, 2019 agenda as presented.

All in favour. Carried.

2.2. Minutes

**MOTION:**

That APPC approve the Nov. 14, 2018 and Dec. 12, 2018 minutes as presented.

Note: Nov. 14 – re: Program Assessment Grid – A rubric for concept papers was created and will ensure that it is circulated when concept papers go through.

All in favour. Carried.

**3. BUSINESS**

3.1. Provost's Report

- Jan. 24, 5pm- Strang Burton – with Elizabeth Phillips (Gathering Place)
- Feb. 27 – Peter Looker – time and place TBA - Singapore teaching and learning. Space and classroom design. There will be open meeting times arranged for various discussions.
- Feb. 22 – 10:30 am - How to Indigenize Math Curriculum conference being organized by Stan Manu – with School District Teachers being invited - Dr. Joanne Archibald, key note speaker
- New Director of Research Engagement – Jerri-Lynn Cameron
- Ed Plan update – Deans will be asking how each of our units are meeting education plan goals. Identify gaps and indicate where we need to go.



### 3.2. Diversity and Academic Priorities

Documents distributed.

- 3.2.1. The Equity Myth
- 3.2.2. BCCAT Underrepresented groups of students
- 3.2.3. Diversity Gap 2018-UofAAWA
- 3.2.4. EAB, Instilling Equity and Inclusion in Dept. Practices
- 3.2.5. Forero: Increase faculty diversity
- 3.2.6. UBC Senior Advisor on Racialized Faculty

#### DISCUSSION:

- This topic is receiving a lot of attention at universities everywhere
- Question is complex and multi-dimensional and it is suggested that we be very thorough in planning strategies
- The study notes that cultural changes that are needed to make changes are not being met
- There are underrepresented groups in faculty and administrative positions
- Student diversity changes regularly with the new cohorts, whereas the diversity of regular faculty does not change as rapidly. Sessional instructors seem to represent a more diverse group.
- Consensus among the committee seems to be that this should be an academic priority
- Could Invite speakers - Malinda Smith, Co-author of The Equity Myth or Sarah Jane Findlay for Unconscious Bias Workshop
- Visible minorities currently on campus are being affected as they experience thoughts of potential racialization because of the lack of diversity on campus
- Question on whether diversity on hiring committees has an effect on hiring outcomes
- Need to hire in cohorts and across the disciplines to ensure success
- Other barriers may be at play such as physical disabilities

Suggested ways to ensure that we move forward:

- Create a sub-committee
- Start conversations in small groups all around the university
- Gather UFV stats and data
- Conduct surveys
- Appoint a diversity point person at UFV
- Involve RAN in conversations and planning
- Hire cohorts of diverse faculty
- Invite speakers to UFV
- Provide Unconscious bias training
- Use ThoughtExchange to gather ideas
- Promote guided discussions
- Look at hiring committee compositions
- Review Faculty Standards
- Look at budgets and potential financial barriers to hiring
- APPC committee members to start conversations.

#### 4. **ADJOURNMENT and NEXT MEETING**

Next Meeting: February 20, 2019, 2:30 – 4:30pm, Room A269

Adjourn: 4:25pm



## 5. INFORMATION ITEMS

- 5.1. Program Discontinuance – Family Child Care certificate  
Email discussion and vote conducted from Dec. 14-Jan. 4, 2019

**MOTION:**

That APPC recommend to Senate the discontinuance of the Family Child Care certificate program in the Faculty of Access and Continuing Education effective immediately.

E. Spalding/2nd E. Landolfi. 13 voting ballots received. Motion carried. No abstentions.

- 5.2. Programs in Expedited Review process
- 5.2.1. Digital Manufacturing diploma
  - 5.2.2. Associate Certificate in Coding Skills
- 5.3. APPC Terms Ending and Vacant Positions, July 31, 2019
- 5.4. APPC In-Camera Minutes - 2018 09 19
- 5.5. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



**Draft Minutes**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

March 20, 2019

3:15 pm, Room F124 (U-House)

Present: E. Davis (Chair), M. Walter (Vice-Chair), R. Kelley, M. Manley, M. Wideman, A. Wiseman, G. Fehr, A. Bakos, A. Hodges, B. Kirkley, L. Mackenzie, P. Geller, B. Poettcker, S. Hardman, L. Thompson (guest), S. Francis (guest)

Regrets: C. Beshara, E. Landolfi, D. McGuire, N. Mooney, S. Murray, S. Smith, F. MacDonald, V. Dvoracek, P. Wilson, P. Pandey, T. Malik, B. Seo, G. Palmer

Recorder: M. Saretzky

**1. CALL to ORDER**

Quorum not met. Representatives to speak to business items.

**2. ITEMS for ADOPTION**

2.1. Agenda – March 20, 2019

2.2. Minutes – Jan. 23, 2019

**3. BUSINESS**

3.1. Program Discontinuance – Portfolio Essentials certificate

A summary of the discontinuance was given. No discussion.

ACTION: Email discussion and vote to be conducted.

3.2. New Program – Activity Assistant certificate

Two representatives from CE attended, answered questions, and received favourable comments.

It was noted that 70 care facilities were surveyed and many had indicated that they would hire UFV graduates. A definite need for a recreational therapist program had been identified. It was also noted that these types of programs are of interest to the BC Government. Most courses have been indigenized by the inclusion of at least 1 learning outcome. It was noted that an Activity Assistant would organize activities that were prescribed to the individuals by specialists

ACTION: Email discussion and vote to be conducted.



3.3. Provost’s Report

- Announcement – Centre for Experiential and Career Education – combines Career Centre, Experiential Learning and Co-Curricular and is moving from the VP students to the Teaching Learning department.
- April 4 – 11:30 -1:30 – CityStudio hubbub – UFV students will be showcasing their projects and the Mayor adjudicates the winner. Eric encouraged everyone to attend and ask the students what they have learned, as their learning experiences are inspiring.
- Lalem ye Mestiyexw Consultation Webinar on Wed. March 27 11:00-12:00 or 12:15-1:15
- “Educating Educators” Performance and presentation - Residential school experience on March 28 from 1-3pm in B101.

3.4. Terms of Reference Review

Subcommittee does not have any recommendations at this time. Recommend that the APPC recommend to Senate to accept the terms of reference with no changes at this time. The sub-committee recommends full discussions to address each item.

Vote tabled for next meeting.

3.5. Diversity and Academic Priorities

Table discussion.

**4. ADJOURNMENT and NEXT MEETING**

4:15pm – meeting dismissed

Next Meeting: April 17, 2019, 2:30 – 4:30pm, TBA

**5. INFORMATION ITEMS**

5.1. Program Suspensions

- 5.1.1.Substance Abuse Counselling certificate ..... pg. 18
- 5.1.2.Indigenous Arts certificate: Honouring Our Gifts ..... pg. 23
- 5.1.3.Aircraft Maintenance Engineer—Structures certificate..... pg. 26
- 5.1.4.Computer Assisted Drafting certificate ..... pg. 29

5.2. Programs in Expedited Review process

Approved by Expedited Program Review committee on Feb 26, 2019

- 5.2.1. Digital Manufacturing diploma
- 5.2.2.Associate Certificate in Coding Skills

5.3. Senate Approvals – January 18 and Feb 15, 2019

- 5.3.1. New Program-Graphic and Digital Design major
- 5.3.2. New Program-Philosophy Honours
- 5.3.3. Discontinuation- Aviation Diploma



- 5.3.4. Discontinuation- Graduate Certificate, Teaching Leadership Mentorship
- 5.3.5. Discontinuance of Family Child Care certificate
- 5.3.6. Mathematics and Statistics Program Review
- 5.3.7. Bachelor of General Studies name change to the Bachelor of Integrated Studies
- 5.3.8. New School – School of Creative Arts
- 5.3.9. New Program - Integrated Learning Design Associate certificate
- 5.3.10. CYFS Program Review
- 5.4. Board Approvals – February 28, 2019
  - 5.4.1. New Program - Integrated Learning Design Associate certificate
  - 5.4.2. Discontinuation- Graduate Certificate, Teaching Leadership Mentorship
  - 5.4.3. Discontinuation- Aviation Diploma
  - 5.4.4. Discontinuance of Family Child Care certificate
- 5.5. APPC In-Camera Minutes
  - 5.5.1. Nov. 14, 2018
  - 5.5.2. Dec. 12, 2018
- 5.6. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>





# MEMO

**To:** Eric Davis, Provost & Vice President, Academic

**From:** John English, Dean Faculty of Applied & Technical Studies

**Date:** March 26, 2019

**Subject:**  PROGRAM SUSPENSION  
 PROGRAM SUSPENSION RENEWAL  
 PROGRAM DISCONTINUANCE for the Computer Assisted Drafting certificate, Trades, Faculty of Applied and Technical Studies

## PROGRAM DISCONTINUANCE

- 1) Program Information (credential, department/school, etc.);  
Computer Assisted Drafting Certificate, Faculty of Applied & Technical Studies, Continuing Education
- 2) The summary of consultation with stakeholders, including Faculty Council approval date; The Architectural Drafting Technician went through a review process and recommendations to the program are being considered.
- 3) Suggested motion:
 

**MOTION:**  
That APPC recommends to Senate the discontinuance of the Computer Assisted Drafting Certificate in the Faculty of Applied & Technical Studies, effective immediately.
- 4) Attach Program Discontinuance Proposal plus any other supporting documents.
- 5) Section III- Rationale and Section IV-Transition Plan of the Program Discontinuance Proposal

### **Section III Rationale:**

#### **A. Demand:**

There is currently no demand for the program. There are more efficient and up to date alternatives for those seeking skills in this discipline.

#### **B. Capacity:**

Any resources associated with the program are part of other programs so no impact.

#### **C. Output:**

Demand for these skills has declined and been replaced through more modern and relevant programming found in other credentials.

#### **D. Financial Viability:**

This was a cost recovery program so no net impact.

#### **E. Reputational Considerations:**

No effect on reputation...more modern and effective programming has taken its place.

### **Section IV Transition Plan:**

No learners in progress.



## **Instructions for *Proposal for Program Discontinuance***

Please submit the Proposal for Program Discontinuance along with relevant supportive evidence to the Academic Planning and Priorities Committee Assistant.

**Section I Program Information:** provide basic information about the program.

**Section II Consultation:** provide a summary of consultation that has taken place with the relevant department or school, and Faculty or College Council, with supportive evidence (such as Faculty Council minutes).

**Section III Rationale:** A decision to discontinue a program should not be made solely on quantitative measures, but on a holistic assessment of the program in terms of all the variables, within a process that is broadly consultative and collegial. APPC will assess the proposal according to the following five criteria. (Note that these criteria are not weighted or listed in order of priority.)

The proposal should address as many of the specific aspects listed under each criterion that are relevant. General or contextual information relevant to the assessment of this proposal may be provided as well.

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in this section, please omit this section (Section III) from your submission.

**A. Demand:** What is the current demand for the program? Include information about:

- student enrolment, domestic and international;
- graduation/completion rate;
- employment opportunities for graduates;
- whether the program serves an institutional demand (for instance, if program courses are required in another program or if it duplicates a similar program);
- community or regional demand.

**B. Capacity:** What resources are currently available to deliver the program? Include information, as relevant, about:

- faculty and staff;
- capital equipment;
- facility infrastructure;
- course offerings.

**C. Output:** What is the program delivering? Consider:

- number of graduates;
- contribution to the university's mandate, strategic directions, strategic plans, Institutional Learning Outcomes;
- meeting the program's own goals, objectives, or outcomes;
- students' engagement and success;
- the opportunities it provides for laddering;
- research capacity and any ongoing research projects.

**D. Financial Viability:** Provide a full accounting of both direct and indirect program revenue and costs. How efficient is the use of available resources?

**E. Reputational Considerations:** Will discontinuance of this program affect current commitments? For instance, will it affect partnerships? Have external donors contributed to the program? Has UFV made a firm commitment to an external party to offer the program?

**Section IV Transition Plan:** A transition plan must be included in the *Proposal* outlining how the existing students will transition through the existing program or transition to a new credential. When relevant, also include a plan for reallocation of any remaining program resources.



## Proposal for Program Discontinuance Template

---

### **Section I: Program Information**

**Program** (specify credential name, if different)

**Faculty or College**

**Department or School** (or unit with administrative responsibility for the program)

**Date of Submission**

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in Section III, provide a brief explanation and omit Section III from your submission.

**Section II: Consultation**

Provide brief summary of the consultation (maximum 250 words). Additional information can be attached.

---

**Section III: Rationale**

Refer to the instructions and include your findings as an attachment

---

**Section IV: Transition Plan**

Attach the transition plan for all students currently in the program. The transition plan should also indicate the date applications will no longer be accepted.

---



## ACADEMIC PLANNING AND PRIORITIES COMMITTEE

### TERMS OF REFERENCE

---

Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Advise Senate on the establishment or discontinuance of educational programs.
3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.
4. Advise Senate on the establishment or discontinuance of academic faculties of the university.
5. Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.
6. Advise Senate on the policies relating to the library and resource centres.
7. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
8. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
9. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
10. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Other duties as assigned by Senate.
14. Provide annual written reports to Senate.
15. Review the committee's terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.

## COMPOSITION

---

Chair: Provost and Vice-President, Academic (*ex officio*, voting)

Vice-Chair: A voting member of the committee, nominated and approved by the committee

Voting Members:

- Chair or designate from the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, Research, and Governance \*\*
- Seven faculty members, approved by Senate, at least three of whom shall be members of Senate \*
- Two staff members approved by Senate
- Two students approved by Senate
- Two deans or associate deans approved by Senate

Ex Officio Non-Voting Members:

- Associate Vice-President, Teaching and Learning
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)\*\*
- Executive Director, UFV International
- Vice-Provost and Associate Vice-President, Academic
- Senior Advisor on Indigenous Affairs
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)\*\*
- University Librarian (or designated librarian)\*\*
- University Secretary (or designate)\*\*
- Program Development Coordinator

Administrative Support: Office of the Provost and Vice-President, Academic

\* Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

\*\* Normally the designate shall be appointed for a minimum one-year term to ensure continuity.



# Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs  
Forum







# Integrating Academic and Career Development

Strategies to Scale Experiential Learning  
and Reflection Across the Curriculum

# Academic Affairs Forum

## Project Director

Colin Koproske

## Contributing Consultants

Diana Barnes  
Ashley Delamater  
Alexa Silverman  
Stephen Teske

## Design Consultant

Kevin Matovich

## Executive Director

Melanie Ho

## About EAB

EAB is a best practices firm that uses a combination of research, technology, and data-enabled services to improve the performance of more than 1,200 educational organizations. EAB forges and finds the best new ideas and proven practices from its network of thousands of leaders, then customizes and hardwires them into every level of member organizations, creating enduring value. For more information, visit [eab.com](http://eab.com).

## About the Academic Affairs Forum

The Academic Affairs Forum is a member-based organization that provides best-practice research, market intelligence, and consultative support for provosts and academic affairs leaders.

We offer our members expert advice and innovative strategies for tackling their most pressing issues, tested and proven to work by their peers at other institutions across the country. Our ongoing research focuses on three broad challenges—academic resource allocation and efficiency, growth strategy and program innovation, and student success and career outcomes.

### LEGAL CAVEAT

EAB is a division of The Advisory Board Company ("EAB"). EAB has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, medical, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, medical, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation or graded ranking by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

EAB, Education Advisory Board, The Advisory Board Company, Royall, and Royall & Company are registered trademarks of The Advisory Board Company in the United States and other countries. Members are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

### IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, republish, or post online or otherwise this Report, in part or in whole. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

# Table of Contents

---

<b>Executive Summary</b> . . . . .	5
<b>Assess Your Current Practice: Diagnostic Questions</b> . . . . .	9
<b>Moving Beyond the Either/Or Debate Surrounding Career Preparation</b> . . . . .	13
<b>Enhance the Market Value of the College Experience</b>	
Equip Students to Align Curricular and Cocurricular Plans with Personal Goals . . . . .	29
Practice 1: Cocurricular Planning Tool . . . . .	30
Practice 2: Point-Based Engagement Incentives . . . . .	32
Practice 3: Proactive Major Alignment Pathing . . . . .	33
Practice 4: Hybrid Intake Advising . . . . .	35
Practice 5: Industry-Based Career Coaches . . . . .	37
Practice 6: First-Year Field Exposure . . . . .	38
Encourage Ongoing Reflection and Narration . . . . .	39
Practice 7: Experience-Spanning Reflection Exercises . . . . .	41
Practice 8: Thematic Core Curriculum Pathways . . . . .	42
Practice 9: Vocational Alignment Capstone . . . . .	43
Practice 10: Syllabus Competency Matching . . . . .	44
Practice 11: Student-Facing Reflection Tools . . . . .	45
Augment the Core Curriculum to Address Skill and Experience Gaps . . . . .	47
Practice 12: Applied Learning Opportunity Portal . . . . .	49
Practice 13: Embedded Professional Tracks . . . . .	51
Practice 14: Problem-Based Experiential Fellowships . . . . .	53
Practice 15: Applied Degree Core . . . . .	54
<b>Scale Experiential Learning Opportunities to Underserved Populations</b>	
Expand Faculty Engagement with Experiential Learning . . . . .	57
Practice 16: Cohort-Based Faculty Fellowship . . . . .	59
Practice 17: Community Partnership Liaisons . . . . .	60
Practice 18: Central Support Portal . . . . .	61
Lower Access Barriers to Applied Learning Outside the Classroom . . . . .	63
Practice 19: Student-Run Consulting Services . . . . .	66
Practice 20: In-Class, Client-Based Projects . . . . .	67
Practice 21: Online Mini-internship Crowdsourcing . . . . .	68
Practice 22: On-Campus Partner Satellite Space . . . . .	69

# Table of Contents (cont.)

---

Practice 23: Student Worker Professional Development . . . . .	70
Practice 24: On-Campus Internship . . . . .	74
Practice 25: Enterprise Co-op Program . . . . .	80
Practice 26: Interdisciplinary Project Incubator . . . . .	81
Practice 27: Career Readiness Bridge Program . . . . .	82
Engage Graduate Students in Career Development . . . . .	85
Practice 28: Graduate Student Pathway Planning Tool . . . . .	94
Practice 29: Graduate Student-Specific Career Advisors . . . . .	96
Practice 30: Gamified Research Articulation Exercise . . . . .	98
Practice 31: Business School-Led Transferable Skills Workshop . . . . .	99
Practice 32: Non-teaching Graduate Assistantship . . . . .	101
Practice 33: Graduate Student-Specific Reflection Framework . . . . .	102
Practice 34: Subsidized Professional Development Certificate . . . . .	103
<b>Track, Assess, and Report Experiential Learning Outcomes . . . . .</b>	<b>105</b>
<b>Appendix: Implementation Resources . . . . .</b>	<b>111</b>
<b>Advisors to Our Work . . . . .</b>	<b>177</b>

# Executive Summary

## Moving Beyond the Either/Or Debate Surrounding Career Preparation

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

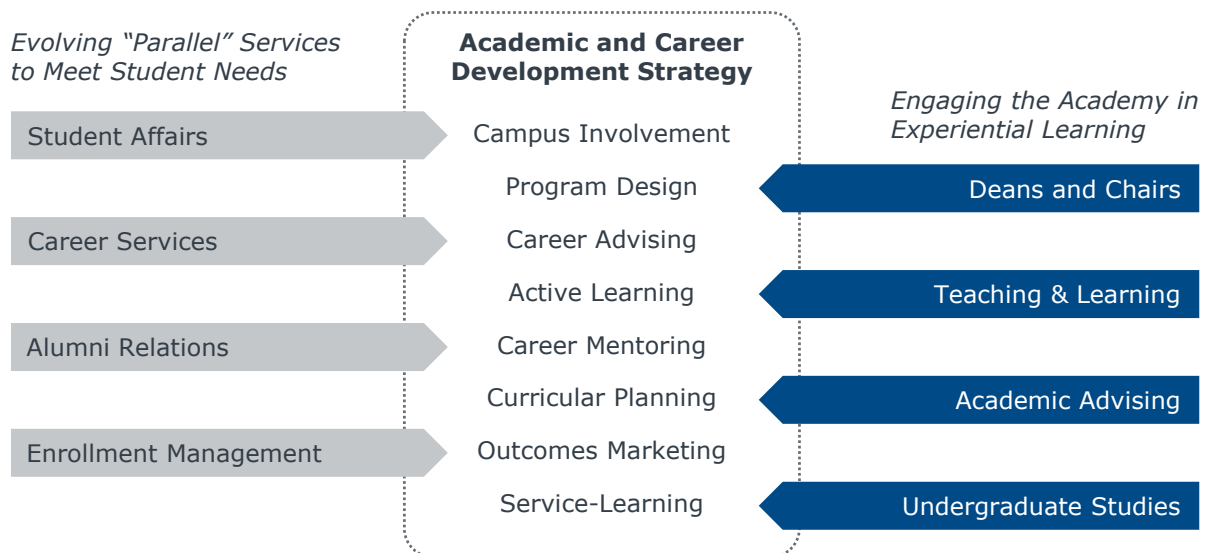
While higher-priced private colleges and universities are racing to demonstrate their commitment to applied learning and show robust career outcomes among their alumni, public institutions are increasingly subject to state funding formulae that incorporate salary and employment data for recent graduates.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

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

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

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

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



## Executive Summary (cont.)

### Key Lessons for Integrating Academic and Career Development

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

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

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

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

## Executive Summary (cont.)

---

### Key Lessons for Integrating Academic and Career Development

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

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

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

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

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

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

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

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

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

## Executive Summary (cont.)

---

### Key Lessons for Integrating Academic and Career Development

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

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

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

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

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

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

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

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



# Assess Your Current Practice

## Diagnostic Questions to Guide Institutional Improvement

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

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

# Assessing Your Current Practice (cont.)

## Diagnostic Questions to Guide Institutional Improvement

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

# Assessing Your Current Practice (cont.)

## Diagnostic Questions to Guide Institutional Improvement

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

# Assessing Your Current Practice (cont.)

## Diagnostic Questions to Guide Institutional Improvement

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



# Moving Beyond the Either/Or Debate Surrounding Career Preparation

---

INTRODUCTION

## Missing the Middle Ground

### Either/Or Debate Surrounding Career Preparation Stymieing Progress

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

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

“The humanities and the arts are being cut away ... Seen by policymakers as useless frills, at a time when nations must cut away all useless things in order to stay competitive in the global market, they are rapidly losing their place in curricula, and also in the minds and hearts of parents and children. Indeed, what we might call the humanistic aspects of science and social science—the imaginative, creative aspect, and the aspect of rigorous critical thought—are also losing ground as nations prefer to pursue short-term profit by the cultivation of the useful and highly applied skills suited to profitmaking.”

*Martha Nussbaum  
University of Chicago*

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

“Maybe we can denote to employers most of what a diploma indicates for a lot less money. For example, what if we had a College Equivalence Examination that in some way mimics what the GED does to denote high school equivalency. Essentially, many are paying \$100,000 or \$200,000 to buy a piece of paper denoting competency and gaining the possibility of obtaining a good paying job. The new exam might cost \$100 or \$200 and if it correlates reasonably well with the attributes that college graduates have, it would enormously lower the costs of becoming credentialed.”

*Richard Vedder  
Ohio University*

Pre-professional  
Departments / Colleges  
Polytechnic Institutions  
Community Colleges

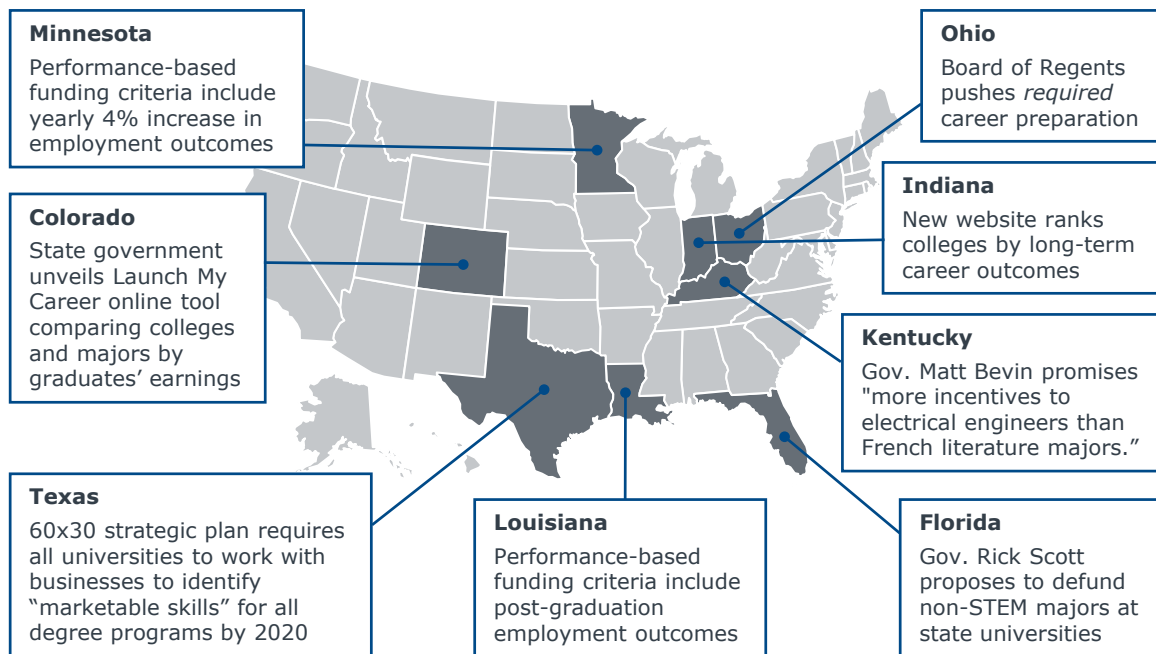
Although there are certain institutional segments and disciplines that lie between these two extremes –community colleges, polytechnic institutions, and pre-professional units such as nursing or engineering—faculty members at many institutions still consider these two aspects of an undergraduate experience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

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

# State Focus on Job Prep Not New, but Mounting

## Industry-Aligned Completions and Salaries Driving Policy Incentives

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



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

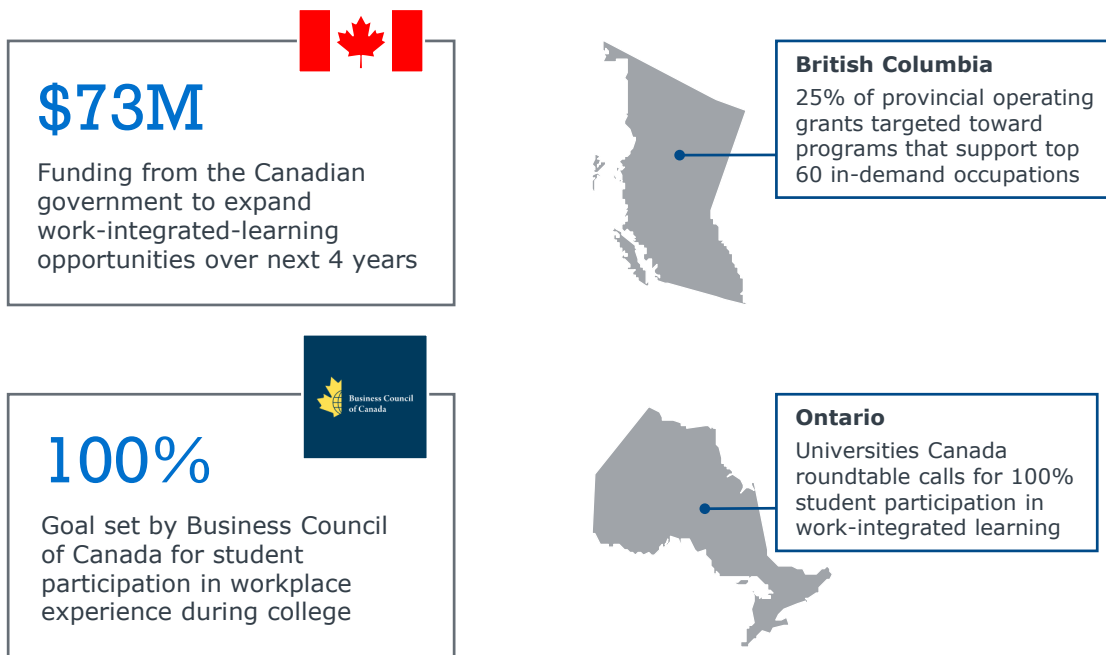
Perhaps more constructively, Texas's Higher Education Coordinating Board has announced a completion initiative across the state that will require each academic program to articulate marketable skills relevant to post-graduate employment, helping students to articulate their capabilities to prospective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

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

# Canadian Policymakers Push Industry Alignment

## Expectations for Work-Relevant Learning on the Rise Across Provinces

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



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

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

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

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

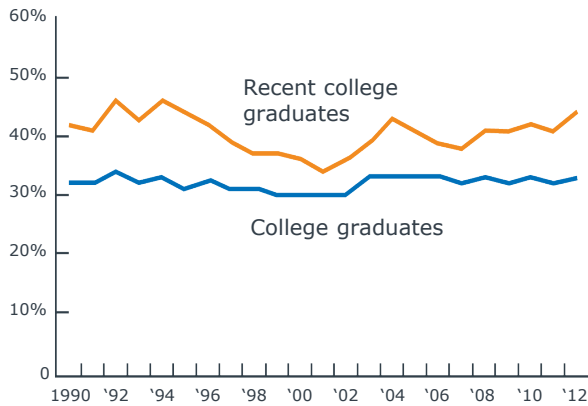


# Is There a True Skills Gap?

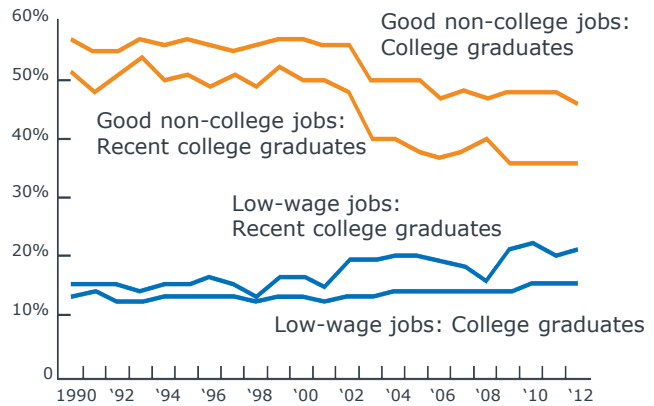
## Unclear Who to Blame for Underemployment of Graduates

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

### Underemployment Rates Rising for Recent College Graduates



### Job Quality<sup>1</sup> Among Underemployed College Graduates Decreasing



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

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

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

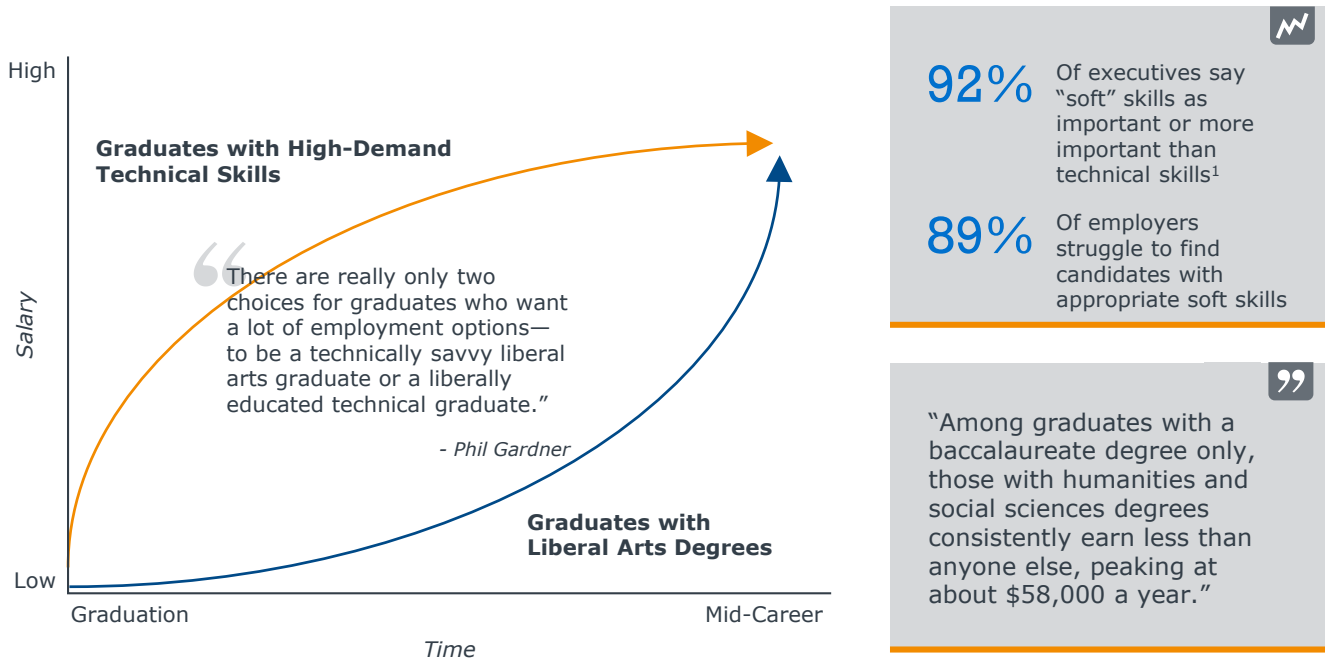
1) Defined by higher salary, skill requirements, and career orientation (i.e. electrician vs. cashier).

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

# The Fox and the Hedgehog

## Two Worrisome Trajectories Face Underprepared Graduates

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



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

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

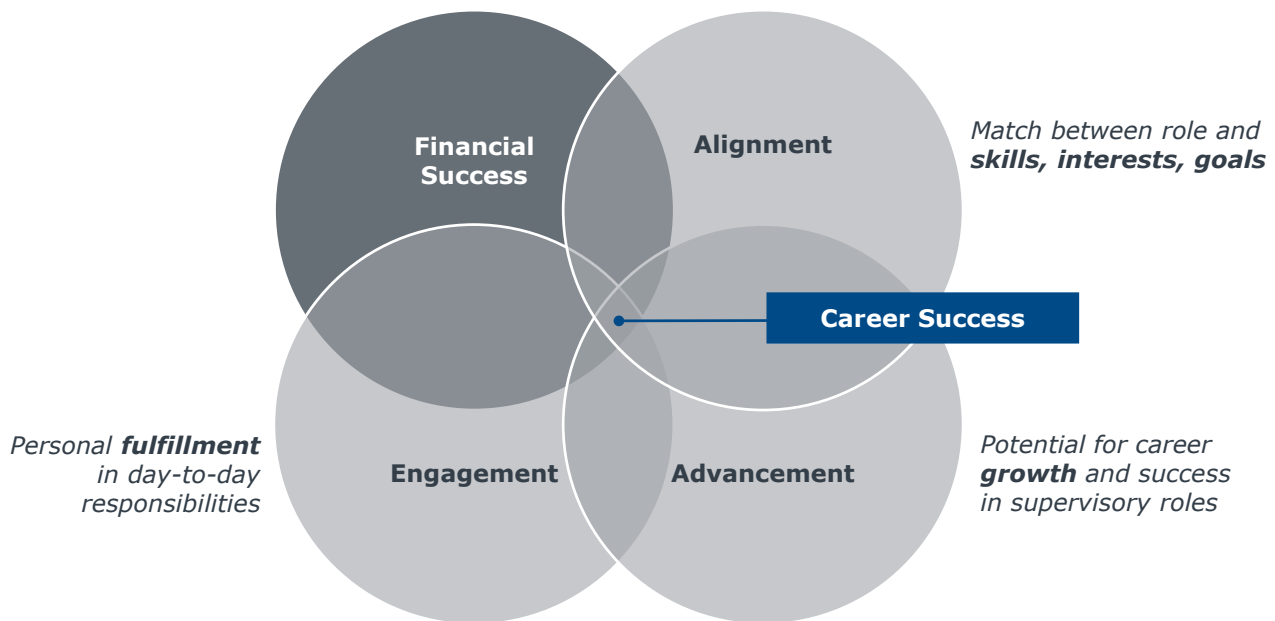
Sources: Davidson K, "Employers Find 'Soft Skills' Like Critical Thinking in Short Supply," *Wall Street Journal*, August, 30, 2016, <https://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400>; Grasgreen A, "Liberal Arts Grads Win Long-Term," *Inside Higher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

1) n=900 executives.

## Success Beyond Salary

### Emphasize Alignment, Engagement, and Advancement in Outcomes

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



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

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

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

# Are Graduates Engaged at Work?

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

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

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

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

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

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

# A Constructive Path Forward

## High-Impact Practices Span the Divide Between Extremes

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



“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*

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

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

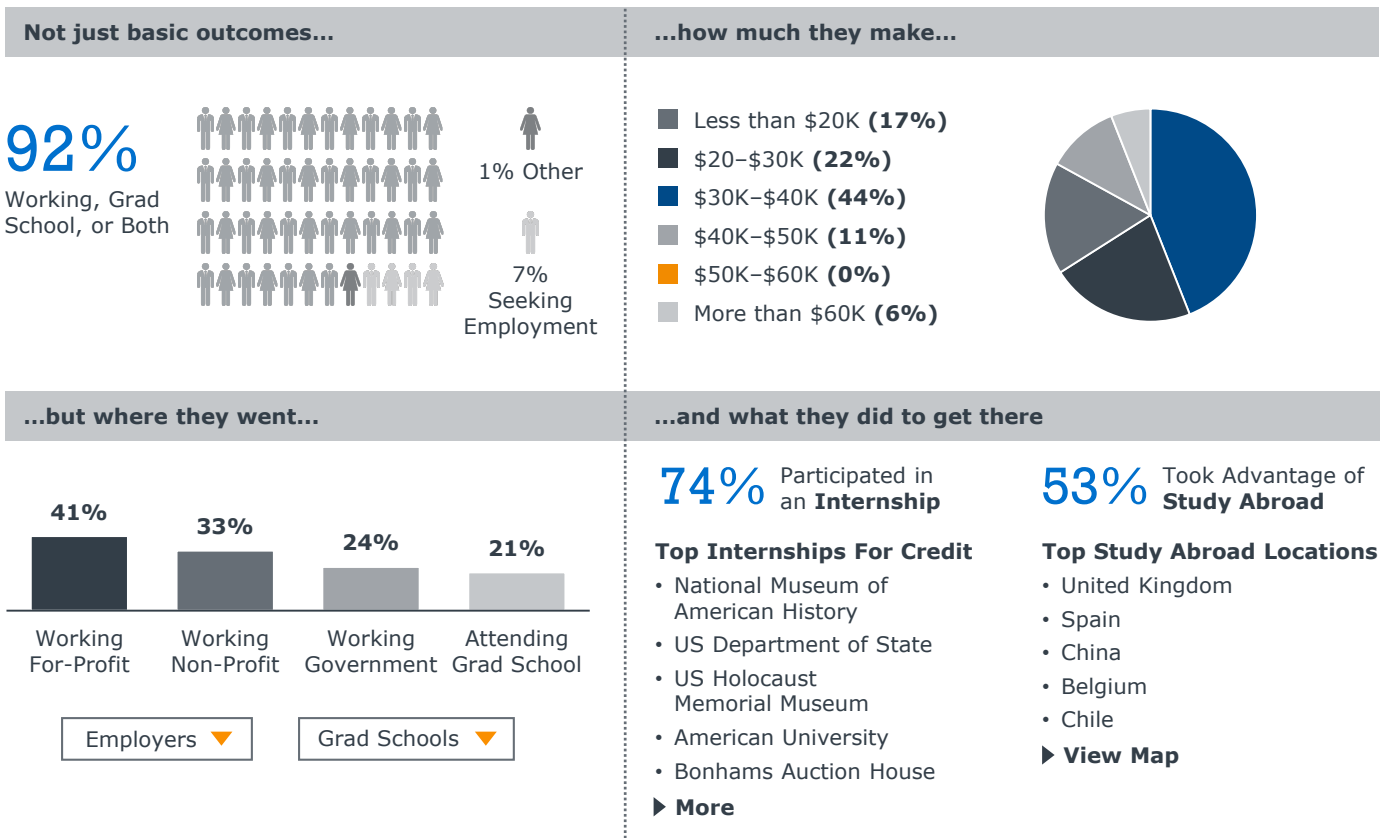
Sources: Shireman R, “The Real Value of What Students Do in College,” *The Century Foundation*, February 25, 2016, <https://tcf.org/content/report/the-real-value-of-what-students-do-in-college/>; EAB interviews and analysis.

# The Rise of Outcomes Marketing

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

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

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



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

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

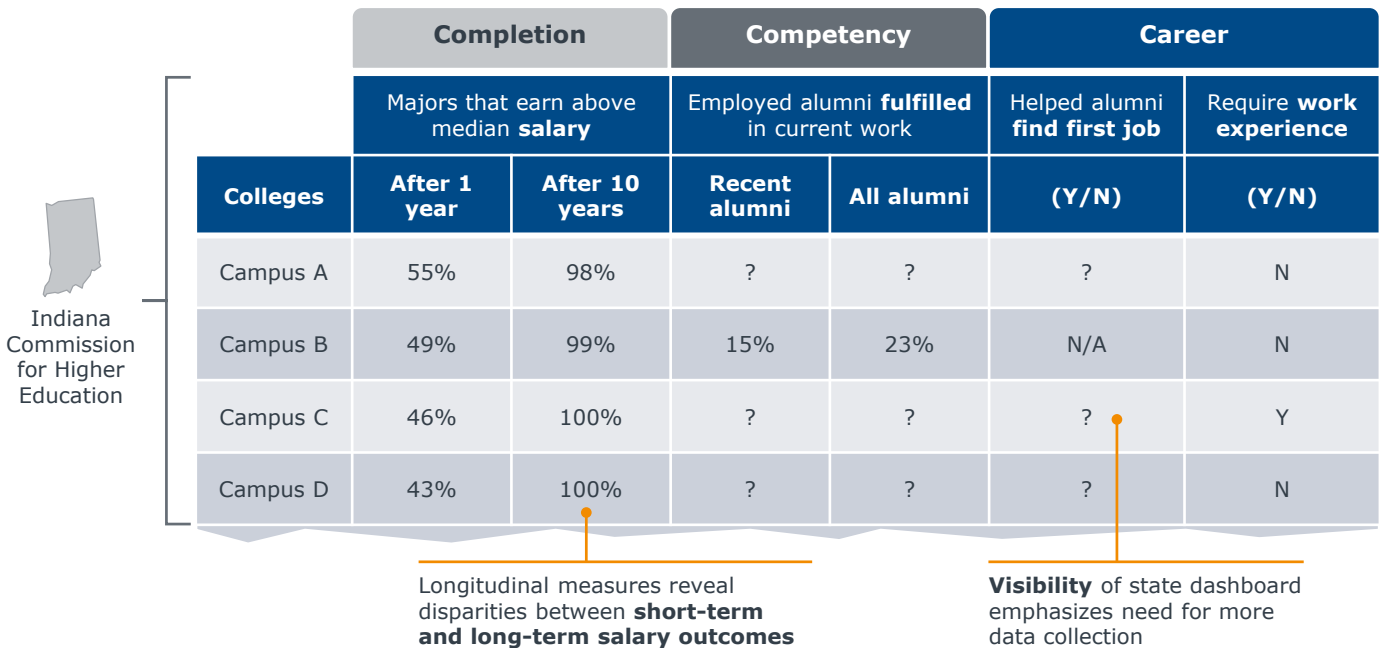
Sources: "We Know Success," American University, [www.american.edu/weknowsuccess](http://www.american.edu/weknowsuccess); EAB interviews and analysis.

# The Train Has Left the Station

## New Informational Websites Give Many Campuses an 'Incomplete'

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

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



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

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

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

# Where the Smart Money Is Going

## A Whole Industry of Start-Ups Focus on Career Exploration

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

### Experiential Education in a Box



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



Students code games and apps in summer bootcamp program

### Pipeline from Training to Workforce



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



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

### Student-Focused Job Placement Apps



Mobile app connects students and recruiters

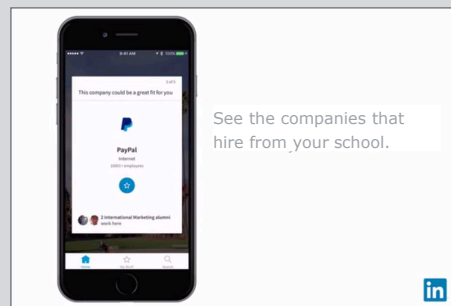
70+ top universities in network



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

### Swipe Left

LinkedIn's About-Face



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

### Toolkit: Career Services Platform Comparison Chart – p. 113

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

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



# Too Little, Too Late

## Central Career Services Approach Won't Be Enough

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



### Innovative Career Office Programming...

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



### Growing Focus on Internship Placement...

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



### Growth in Experiential Learning Requirements...

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



### ...But Only Reaching a Small Population of Students

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



### ...But Limited Partner and Support Capacity

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



### ...But Merely Another Hurdle Without Broad Investment

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

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

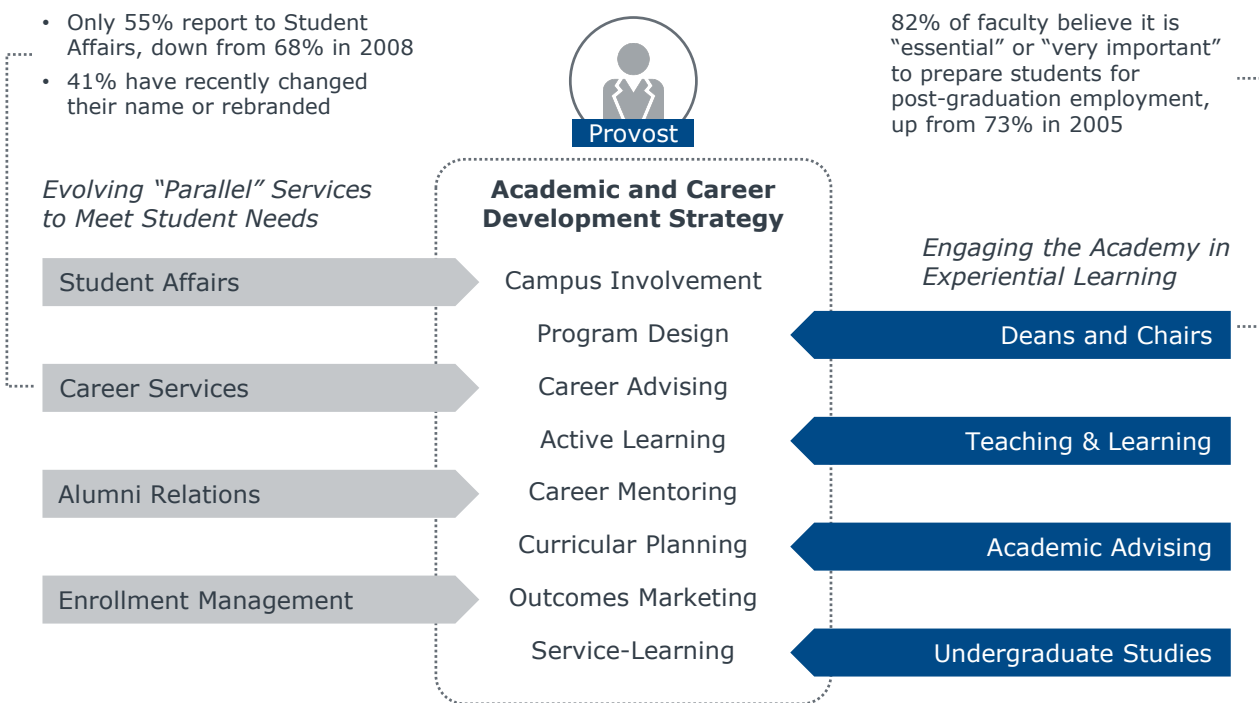
Moving beyond internships to embrace the broader category of experiential learning as a degree requirement can drive increased participation in career development programming. That said, these requirements can present a time to degree concern for at-risk students and will in all likelihood require that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

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

# A Networked Approach to Ownership

## Intentional Blurring of Boundaries Reflects Holistic Student Goals

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



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

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

# Integrating Academic and Career Development

## Strategies to Scale Experiential Learning and Reflection Across the Curriculum

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

### Enhance the Market Value of the College Experience

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



**1**

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

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



**2**

Encouraging Ongoing Reflection and Narration

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



**3**

Augmenting the Core Curriculum to Address Skill and Experience Gaps

### Scale Experiential Learning Opportunities to Underserved Populations

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



**4**

Expanding Faculty Engagement with Experiential Learning

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



**5**

Lowering Access Barriers to Applied Learning Outside the Classroom

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



**6**

Engaging Graduate Students in Career Development

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