

BEST PRACTICES IN EXPERIENTIAL LEARNING AT LIBERAL ARTS INSTITUTIONS

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In the following report, Hanover Research presents best practices and peer benchmarks regarding experiential learning and career readiness at liberal arts institutions.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This report examines best practices in experiential learning at liberal arts institutions. In addition to describing experiential learning offerings at exemplary institutions, it presents a benchmarking analysis that considers the competitive landscape with respect to experiential learning among a set of institutional peers. For this review, Hanover Research focused on administrative structures, internship program management, student engagement and marketing, implementation strategies, and the relationship between liberal arts skills and the current job market.

The report consists of two sections:

- **Section I: Exemplar Institutions** describes trends in experiential learning and presents four case profiles of institutions that are consistently leading the way in this area.
- **Section II: Peer Landscape** examines college and career readiness programs at six peer institutions to better understand how institutions may further differentiate career development program.

KEY FINDINGS

BEST PRACTICES

- **Employers highly value candidates with liberal arts training and skills such as critical thinking, problem solving, and oral and written communication.** Regardless of their specific major, liberal arts students can further their career prospects by gaining exposure to experiential learning and professional skills in a particular career field. Students also benefit from workshops that educate them on how to convey their skills effectively to employers.
- **Exemplary career development programs engage with students as early as possible in order to foster a culture of career-mindedness.** For instance, the collaboration between Whitman College's community service and career development offices helps to gradually expose first-year students to career opportunities linked to their service interests. Four-year career development programs, such as the Gateway program at Lafayette College, serve a similar purpose.
- **Faculty and alumni are valuable resources in promoting career readiness.** While both of these groups can be effective recruiters and provide important connections to employers, faculty members may be resistant to a perceived prioritization of career preparation over academic development. Several institutions articulated ways to organically engage faculty members and to counteract such perceptions:
 - Fostering student-driven internship programs.

- Emphasizing shared goals, such as developing insightful, critical, civically-engaged graduates and citizens.
- Identifying influential faculty members who appreciate the value of experiential learning and transmitting communications and ideas through these key leaders.
- **In order to evaluate the impact of their internship and career development programs, institutions use a variety of qualitative and quantitative approaches.** These include tracking participation rates and administering student and employer satisfaction surveys, which assess perceptions of the programs' professional and academic relevance and impact.
- **Marketing career development to undergraduate students requires creative, multifaceted, and authentic approaches.** Effective strategies include social media (e.g., Facebook, Twitter, and LinkedIn), signature recruiting and networking events, targeted communications based on students' academic and professional interests, blogs, and e-newsletters. Exemplary programs may also rely on their student workers to improve the program's approachability and to conduct peer outreach.

BENCHMARKING ANALYSIS

- **The majority of career development offices in this peer group are housed in Academic Affairs.** However, Southern New Hampshire University (SNHU) and Merrimack College house their career development offices under Institutional Advancement and Career Engagement, respectively. Career development offices at peer institutions typically employ between one and three staff members. However, Merrimack College employs eight full-time staff, while SNHU employs six staff members.
- **Internship programs among peer institutions vary in terms of credits offered, faculty involvement, and the presence of a centralized oversight structure.** Notably, Colby-Sawyer College and Regis College have made completion of an internship experience a requirement toward graduation.
- **Four-year professional development plans is somewhat rare among this peer group.** Saint Joseph's College is the only institution to advertise this type of program. However, in general, the core career development offerings are consistent across this group of institutions and include workshops, one-on-one career counseling, resume guidance, and recruitment and career fair events. Institutions' career development websites typically target students, employers, and alumni, as well as, in several cases, faculty and parents.

SECTION I: EXEMPLAR INSTITUTIONS

TRENDS IN EXPERIENTIAL LEARNING

Students, parents, employers, and policymakers are beginning to question with increasing urgency the “return on investment” from a traditional liberal arts education. In certain respects, this is a long-standing debate regarding the role of higher education in today’s society. However, the question has been elevated in the wake of the Great Recession, stagnant wages, and an increasingly competitive job market. “What kind of job you can get with an anthropology degree?” is a question that liberal arts institutions must confront.

Employers have contributed to this debate, as well. The Collegiate Employment Research Institute (CERI) at Michigan State University regularly surveys employers about what they are looking for among recent graduates. In a recent survey, 40 percent of employers indicated that they do not consider the undergraduate major of a potential employee to be an important component of the application. Rather, they simply want the best person for the job. When asked to choose between a liberal arts background and technical training, a majority of employers want both. That is, employers seek “a technically savvy liberal arts graduate or a liberally educated technical graduate,” as Philip Gardner, the director of research at CERI, puts it. Gardner also notes that employees do not, in general, value experiences such as study abroad or civic engagement activities. This does not mean that such experiences are not important or do not contribute to the kinds of cultural competencies that a liberal arts education is meant to instill. However, employers are more likely to prioritize students’ experiences in relevant job sectors through internships, leadership of professional organizations, and faculty-supervised engagements with those fields.¹

“What kind of job can you get with an anthropology degree?” is a question that liberal arts institutions cannot ignore.

Therefore, liberal arts institutions are beginning to place a greater emphasis on career readiness throughout the college experience, not just in the junior and senior years as students prepare for graduation. As an administrator from one university explains, institutions must learn to cultivate “clarity of direction” among their students, helping them think more strategically about preparation for the job market, without neglecting the fundamental goals and values of a liberal arts education.²

Integrating career readiness into an experiential learning paradigm typically requires openness to new ways of thinking across the entire institution. It requires creative

¹ Jaschik, S. “The Liberal Arts and Careers.” *Inside Higher Ed*, April 12, 2012. <https://www.insidehighered.com/news/2012/04/12/conference-considers-connection-between-liberal-arts-and-careers>

² Ibid.

investment from faculty members and a reconsideration of how to weave career services throughout all aspects of college life. For instance, rather than maintaining a career services office that is staffed by overbooked counselors hosting job fairs and helping anxious seniors, several universities are reframing their institutional mission so that the personal and career development of their students is central. “What we’re pressed to do,” says Kelley Bishop, an assistant vice president of strategic initiatives at Michigan State University, “is embed the career development process into the academic experience. That is the crux of the challenge for our profession for the next decade.”³

PROFILES

Hanover Research’s review of the literature identified four liberal arts institutions with exemplary experiential learning programs (Figure 1.1). These programs are profiled in further detail below. The profiles are drawn from a combination of sources, including secondary literature and interviews with staff. Appendix A presents the key questions that guided our conversations with personnel at these institutions.

Figure 1.1: Exemplar Institutions

INSTITUTION	LOCATION	ENROLLMENT SIZE – FALL 2013
Guilford College	Greensboro, NC	2,302 (all undergraduate)
Whitman College	Walla Walla, WA	1,541 (all undergraduate)
Wellesley College	Wellesley, MA	2,474 (all undergraduate)
Lafayette College ⁴	Easton, PA	2,486 (all undergraduate)

Source: College Navigator⁵

GUILFORD COLLEGE

Overview

Located in Greensboro, North Carolina, Guilford College has a total student population of 2,302, all of whom are undergraduate students. Alan Mueller, Assistant Dean of Career & Community Learning, describes Guilford College’s research-based philosophy to experiential learning and career services thusly: **“the degree to which we can get students involved in experiential learning will be the degree to which they are successful post-graduation.”**⁶ These types of student experiences manifest themselves in a variety of ways that extend beyond conventional internships, including undergraduate research, study abroad, and service learning. Mr. Mueller notes that the institution makes sure to emphasize career readiness with students on a consistent basis and that staff members are highly aware of the importance of career preparation: “when [students] are sitting in an interview, it would be rare for them to be asked about a class they took; instead they will be asked about the

³ Grasgreen, A. “Career Services Must Die.” *Inside Higher Ed*, May 15, 2013. <https://www.insidehighered.com/news/2013/05/15/career-services-it-now-exists-must-die-new-report-argues>

⁴ “Best Career Services.” The Princeton Review. <http://www.princetonreview.com/schoolList.aspx?id=685>

⁵ “College Navigator.” National Center for Education Statistics. <http://nces.ed.gov/collegenavigator>

⁶ Mueller, A. Assistant Dean of Career & Community Learning, Guilford College. Telephone Interview, March 5th, 2015.

skills they have acquired.”⁷ In particular, Guilford College incorporates several distinctive components to its career development approach, two of which are described below:

- Guilford College’s **Employer Advisory Board** first convened about a year and a half ago. Its current members include leaders from the Greensboro Public Radio station, a local business management firm, a local law firm, a national financial services institution, as well as several non-profit organizations.⁸ These industry representatives act as “the voice for experiential learning” on campus.⁹
- The Career Development Center oversees a **centralized internship process**. However, the center leaves the planning of each individualized and customized internship experience up to the student, a faculty member, and a business or community partner. These individuals create a learning plan and present it to the center to be finalized. Mr. Mueller observes that the center views its role to be a logistical facilitator, rather than a regulatory body, noting, “It’s rare that we would use our signature to say this isn’t good enough. But we make sure that all constituents are in alignment.”¹⁰

Student Engagement & Marketing

Mr. Mueller characterizes Guilford College’s approach to student engagement and marketing as comprising “a hundred pieces,” an indication of the broad scope of the institution’s efforts. However, the **Professional Development Experience** stands out in his mind as a way in which the college frames experiential learning as central to the student experience.¹¹ Beyond its primary role as an opportunity for students to make concerted efforts toward their personal and professional development, it also serves as a marketing tool for prospective students and families.¹² While the professional development experience program was initially developed out of a desire to create an experiential learning requirement at the institution, the program is optional. Figure 1.2 presents the components of the professional development experience.

⁷ Ibid.

⁸ “Career Development Center: Employers.” Guilford College. <http://www.guilford.edu/academics/experiential-learning/career-development/index.aspx>

⁹ Mueller, Op. cit.

¹⁰ Ibid.

¹¹ “Career Development Center: Tips & Tools.” Guilford College. <http://www.guilford.edu/academics/experiential-learning/career-development/index.aspx>

¹² Mueller, Op. cit.

Figure 1.2: Professional Development Experience, Guilford College

COMPONENT	REQUIREMENT
Self-evaluation (must complete 1)	<ul style="list-style-type: none"> ▪ Meet with a career counselor in the Career Development Center ▪ Take “Let Your Life Speak” ▪ Take “Major and Career Exploration” ▪ Engage in vocational exploration with a clearness committee
Engagement (must complete 2)	<ul style="list-style-type: none"> ▪ Complete study abroad experience ▪ Hold College leadership position for full academic year ▪ Research project and presentation ▪ Four credits-worth of internship ▪ Service-learning course ▪ 40 hours of community service ▪ Principled Problem Solving Experience
Communication & Connection (must complete both)	<ul style="list-style-type: none"> ▪ Complete resume/cover-letter and online brand review ▪ Complete practice interview
Other Requirements (must complete 2)	<ul style="list-style-type: none"> ▪ Career Development Workshop ▪ Attend graduate school fair OR career fair ▪ Career related coursework, two credits ▪ Understanding Racism Workshop

Source: Guilford College¹³

The Career Development Center (CDC) also makes a point to celebrate the achievements of students who engage in experiential learning. As an example, students who complete the Professional Development Experience are honored at a reception and are awarded gift cards to be used toward “purchasing professional attire for their next steps.”¹⁴

In terms of its student outreach campaign, the CDC is careful to maintain channels that are “human scaled,” considering the relatively small size of the institution as a whole. Particular attention is paid to students who are early in the development cycle, such as prospective and first-year students. Mr. Mueller identifies the following ways in which maintaining “human-scaled” channels influences the CDC’s outreach strategies:

- **Print and Digital Outreach:** the institution is “realistic” about the low percentage of emails that undergraduate students read and the CDC uses many avenues to reach students.
- **Social Media:** the institution uses Instagram, Facebook, and Twitter. The CDC staff aim to use these platforms organically and do not rely on any social media management platforms.
- **Relationship Formation and Word of Mouth:** Staff use teaching classes, workshops, and seminars not only to directly aid with students’ development, but also to build long-term relationships. Students who have established stronger relationships with the CDC are more likely to engage in word of mouth with other students.

¹³ Taken verbatim from: “Career Development Center: Tips & Tools,” Op. cit.

¹⁴ Ibid.

- **Partnerships with Admissions:** the CDC sponsors a table at many admissions events and Mr. Mueller meets directly with prospective students and their families.
- **First-year Programming:** Members of the CDC staff are present at first-year experience events, but take care not to overwhelm students with career information. In the words of Mr. Mueller, staff members endeavor to be “brief and amazing” when describing the resources the CDC has to offer.

Administrative Structure

The CDC is housed within Guilford College’s Division of Academic Affairs, which is led by the Vice President for Academic Affairs and Academic Dean.¹⁵ Mr. Mueller, the Assistant Dean of Career & Community Learning, oversees the Civic Engagement Office in addition to the CDC. Guilford College has previously learned that, in cases where offices share overlapping missions, the sharing of facilities and office space helps staff members work toward their common goals. Several years ago, Guilford College knocked down the walls that separated the study abroad, undergraduate research, and career development offices. The new arrangement has facilitated the sharing of resources and knowledge among staff members.

In the five years that Mr. Mueller has been at Guilford College, he has seen the reduction of barriers that reinforce the silos and “tunnel vision” separating offices. He looks forward to the new ways in which Guilford College can continue to promote internal knowledge sharing to help advance students’ career readiness. For example, the mission of Guilford College’s Center for Principled Problem Solving overlaps substantially with its Civic Engagement Office. Mr. Mueller observes that the overlap was not planned, but the two programs could both benefit from more deliberate collaborations toward their common goals.¹⁶

Figure 1.3 summarizes the staffing of the CDC in the 2011-2012 academic year. The center employed 12 staff members, including an average of five student workers.

Figure 1.3: CDC Staffing Model, Guilford College

FUNCTION			
ADMINISTRATIVE (2)	HYBRID (2)	DIRECT STUDENT SERVICE (8)	
<ul style="list-style-type: none"> ▪ Director ▪ Office Manager/ Recruitment Coordinator 	<ul style="list-style-type: none"> ▪ Assistant Director ▪ Assistant Director 	<ul style="list-style-type: none"> ▪ Career Advisor ▪ Internship Coordinator 	<ul style="list-style-type: none"> ▪ Student Employment Coordinator ▪ Five (5) student workers (on average)

Source: Guilford College¹⁷

¹⁵ “Organizational Chart.” Guilford College. http://www.guilford.edu/data/files/gallery/ContentGallery/OrgChart_campus2013.pdf

¹⁶ Mueller, Op. cit.

¹⁷ “Career Development Center - Administrative Assessment 2011-12.” Guilford College, 2012, p. 3. Provided to Hanover Research by Guilford College.

Implementation

Three years ago, Guilford College restructured its approach to faculty engagement with its **Faculty Liaison Program**. While this program has evolved since its original incarnation, it continues to nurture collaborative and valuable partnerships between faculty and CDC staff members. Originally, Mr. Mueller designed the program to scale-down the staffing model found at many larger liberal arts institutions and mid-sized universities, in which counselors are responsible for students pursuing specific academic majors.¹⁸ Instead, Guilford College's approach draws faculty into a consultative role by leveraging their specialized perspectives on an academic area or professional path. For instance, after continued outreach to a faculty member in the theater and music department, the center worked with this individual to develop a course entitled "Careers in the Arts." Similarly, a partnership between an assistant director in the CDC and a psychology professor resulted in the course "Careers in Psychology," which was co-taught by the psychology professor.¹⁹

The CDC does experience some degree of resistance from faculty members, but the center works "to downplay the 'either-or' proposition" that pins academic development against career development.²⁰ Mr. Mueller emphasizes that the members of the CDC staff all have a liberal arts background and they wish to promote career development in conjunction with, rather than in lieu of, a liberal arts education.²¹ He also mentioned that it is important for the CDC to help bridge the gap between the divergent perspectives of faculty members and employers regarding postsecondary education. He observes that while faculty members have a deep passion for their discipline and student learning, faculty members may benefit from a broader understanding of the perspectives of employers and graduate schools so that faculty can help prepare students for these pathways.²²

Impact Assessment

As a part of its Administrative Departments and Programs Annual Report to campus leadership, the CDC measures student participation rates for each senior class, as well as participation in the SPROUT Emerging Leader Experience, established jointly by the CDC and the Office of Student Leadership and Engagement. Between the graduating classes of 2009 and 2012, participation in CDC offerings has increased from 23 percent to nearly 40 percent.²³ Increased participation rates are also evident in the SPROUT program, which more than doubled in size from 22 to nearly 50 students between 2012 and 2014.²⁴ As a part of these annual reports, Guilford College's leadership also asks its administrative departments to track:

¹⁸ Mueller, Op. cit.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

²³ "Administrative Departments and Programs Annual Report." Guilford College, Career Development Center, June 2014, p. 2. Provided to Hanover Research by Guilford College.

²⁴ Ibid., p. 3.

- Achievement towards stated goals from the previous year
- Contributions to the promotion of the college’s core values
- Collaborations with other departments or programs²⁵

Career Services in a Liberal Arts Context

Guilford College’s approach to career services emphasizes the cross-section of **academic, spiritual, and professional development** within the context of the liberal arts. For students at Guilford College who are of the Quaker tradition, the institution supports students’ career exploration “in a way that is unique to their faith.” For example, Clearness Committees act as a “spiritual and personal board of directors” that provide guidance to

“If you look at the outcomes of a liberal arts education (critical thinking, problem solving, the ability to communicate orally and in writing), relative to our larger state counterparts, we’re situated much better.”
-- Alan Mueller

help students find clarity regarding personal dilemmas or concerns, including career pathways. Furthermore, there is a fundamental Quaker belief that “one should not [plan a] career without planning a life of service.”²⁶ Mr. Mueller states that this belief undergirds the organizational linkages between the Civic Engagement Office and the Career Development Center.

Broadly speaking, Mr. Mueller sees substantial value in the leadership of career centers at liberal arts institutions in celebrating and promoting the applicability of the liberal arts.²⁷ Employers have demonstrated that they value skills that come with a liberal arts education, including critical thinking, problem solving, and the ability to communicate orally and in writing. Additionally, Mr. Mueller strongly cautions against “making any majors feel threatened or fearful” and emphasizes that it is crucial to encourage the liberal arts as a collective experience.

Anecdotally, Mr. Mueller describes several experiences he has had with panels of CEOs and employers, discussing their personal experiences and perceptions of the liberal arts. An overwhelming number of CEOs in the local Greensboro community who participated in a recent panel had a background in the liberal arts, yet according to Mr. Mueller, “that same group also said many [of the students] that come straight out of college aren’t ready for day one.” Liberal arts students demonstrate clear long-term leadership potential. However, there may be a skills gap that separates them from their more specialized peers in entry-level settings. Through consistent exposure to experiential learning opportunities, Guilford College hopes to reduce this gap.

²⁵ Ibid. pp. 1-5.

²⁶ Mueller, Op. cit.

²⁷ Ibid.

WHITMAN COLLEGE

Overview

Whitman College, located in Walla Walla, Washington, has a total student population of 1,541, all of whom are undergraduate students. Most experiential learning opportunities at Whitman College are overseen by the Student Engagement Center (SEC), which is led by the Associate Dean of Student Engagement, who reports to the Dean of Students.²⁸ The SEC houses career development and community service programs and is guided by the following mission: “The Student Engagement Center prepares Whitman students and alumni to connect with the communities and experiences that help them cultivate their futures.”²⁹

Whitman awards internship grants that allow students to participate in unfunded internships in the spring, fall, and summer semesters. Summer internship funding typically totals \$2,500 per student.³⁰ Kimberly Rolfe, Director of Business Engagement at the SEC, has observed the rapid growth of Whitman’s funded internship program.³¹ For many years, between 25 and 30 students would participate in the program. However, since approximately 2011, participation has expanded to over 100 students and most recently to nearly 130 students in 2014. This growth has raised awareness of career development among students, encouraging them to seek out opportunities associated with internships. Furthermore, awareness has expanded beyond the campus to recruiters, many of whom are recruiting on campus in person and virtually. In addition, some internship programs at Whitman College are administered by specific academic departments.

Marketing

Victoria Wolff, Internship Coordinator, outlines several ways in which the SEC’s career development staff engages and communicates with students:³²

- Whitman College utilizes a job and internship database called **iEngage** that enables students to find local, domestic, and international jobs.
- **Social media**, including Facebook, LinkedIn, and the Student Engagement Center website, as well as student-generated blog posts and presentations given by current interns help the SEC stay on students’ radar.
- **Posters and flyers** and other traditional forms of advertising are often used to notify students about upcoming deadlines.

²⁸ “Student Services Organizational Chart.” Whitman College, 2014.

<http://www.whitman.edu/Documents/Offices/Institutional%20Research/OrgChart%20Student%20Services%202014-15v2.pdf>

²⁹ Rolfe, K., Director of Business Engagement. Whitman College, Email Correspondence, March 3rd, 2015.

³⁰ “Whitman Internship Grant.” Whitman College. <http://www.whitman.edu/student-life/student-engagement-center/internships-and-jobs/internships/internship-funding/whitman-internship-grant>

³¹ Rolfe, Op. cit.

³² Wolff, V. Internship Coordinator, Whitman College, Telephone Interview, March 3rd, 2015

- The SEC sends out **targeted outreach to students by major or area of interest** regarding specific workshops and recruiters coming to campus.
- **Engaging with students “where they are,”** including drop-in hours at the Whitman College library from 9-11 pm, makes interactions more convenient for students. This approach targets students who are not able to come to the office during the day.
- Whitman College also works to help students understand the benefits of tapping into **Whitman’s alumni network** and “getting connected as they are seeking out job shadowing possibilities and internships.”³³

Administrative Structure

Most, but not all, experiential learning opportunities at Whitman College are overseen by the Student Engagement Center (SEC), which is led by the Associate Dean of Student Engagement.³⁴ The structure of the SEC is summarized in Figure 1.4. The SEC employs 23 individuals, including four student office assistants and 11 community service interns.

Figure 1.4: SEC Staffing Model, Whitman College

PROFESSIONAL STAFF (8)		STUDENT WORKERS AND INTERNS (15)
<ul style="list-style-type: none"> ■ Associate Dean for Student Engagement ■ Assistant Director of Career Development ■ Director of Business Engagement ■ Outreach Coordinator 	<ul style="list-style-type: none"> ■ Internship Coordinator ■ Community Service Coordinator ■ Administrative Assistant ■ Technology & Marketing Fellow 	<ul style="list-style-type: none"> ■ Student Office Assistants (4) ■ Community Service Interns (11)

Source: Whitman College³⁵

Four years ago, Whitman College merged the offices of community service and career development, “combining them to encompass two very significant methods for students to engage.”³⁶ The SEC has found that housing the programs in a single office greatly facilitates collaboration.³⁷ For example, this structure provides students with consistent support as they translate their weekly volunteer experiences in a soup kitchen into an internship at a non-profit organization, and ultimately helps students to better communicate valuable skills and experiences during their job search. This structure also helps engage first-year students who are initially drawn to service opportunities and provides support throughout their academic and personal career at Whitman College.³⁸

³³ Rolfe, Op. cit.

³⁴ Wolff, Op. cit.

³⁵ [1] “Meet the SEC.” Whitman College. <http://www.whitman.edu/student-life/student-engagement-center/aboutcontact/meet-the-sec>.

[2] Rolfe, K, Op. cit.

³⁶ Rolfe, Op. cit.

³⁷ Ibid.

³⁸ Ibid.

Program Implementation

Ms. Rolfe and Ms. Wolff identify several implementation hurdles and possible methods for overcoming them. The main concern that many liberal arts colleges face is finding the appropriate balance between emphasizing a broad-based interdisciplinary education and preparing students to be career ready at graduation. Ms. Rolfe states that the “work that we’ve done to collaborate with the faculty as well as the community service office has helped us navigate that balance.” Ms. Wolff further elaborates on the issue of faculty engagement, noting that this process has been eased by the strength of faculty involvement in many of the SEC’s key community service sites. Additionally, the two leaders both highlighted the importance of engaging in open dialogue with faculty and being clear about the goals and aims of their office, which might otherwise be misunderstood.³⁹

“We’ve found a successful way to elevate students’ understanding of how the experience they are gaining as a volunteer – and how they are engaging civically – can help them prepare for [their post-graduate careers].”
-- Kim Rolfe

by the strength of faculty involvement in many of the SEC’s key community service sites. Additionally, the two leaders both highlighted the importance of engaging in open dialogue with faculty and being clear about the goals and aims of their office, which might otherwise be misunderstood.³⁹

A second way to lessen perceived tensions between the liberal arts and career development is to maintain a clear student-driven mission. A high percentage of Whitman’s career programs (65 percent of all Whitman-funded student internships) are developed in

response to student interest or were originally proposed by students. Ms. Rolfe observes that this program development strategy has helped legitimize the program in the eyes of faculty, because “[faculty] don’t think that we are pushing students in one direction, instead we are helping them expand their understanding of the world.”⁴⁰

Similarly, this student-driven mentality has allowed the SEC to grow sustainably and naturally. Ms. Rolfe explains that the program has naturally expanded as word spreads among constituents and needs become more apparent. For instance, students have the opportunity to complete internships in fields that interest them. Organizations that hire internships then have positive experiences with Whitman students and return to the program to request additional interns. Alternatively, when students have particularly positive experiences with an organization, SEC has worked with alumni at the organization to begin recruiting on campus. Ms. Rolfe summarizes this strategy thusly, “If you build it right and tap into where those positive experiences lie, it really does grow very organically.”⁴¹

Impact Assessment

Outcome indicators are collected in the form of quantitative and qualitative data (through employer and student surveys) and anecdotally (through emails and other correspondence

³⁹ Rolfe, Op. cit.

⁴⁰ Ibid.

⁴¹ Ibid.

with stakeholders). While the career development office values quantitative metrics and their ability to support the program’s reputation among students and employers, anecdotal findings are equally important to understanding the human impact the office has on students. Ms. Wolff’s internship coordination responsibilities include program evaluation and the reports she produces maintain a “measured balance” between quantitative metrics and qualitative narratives.⁴²

All participants in Whitman College’s semester-long, summer, and year-long internship programs complete outcome surveys that collect information about the internship’s professional and academic relevance, key skills and experiences, additional benefits, and whether the student was offered a paid internship or post-graduation job the following year.⁴³ Using these data, staff members reflect on the ways in which students may further connect their experiences to coursework and the Whitman community as a whole. These data also reveal application trends, placement rates, funding opportunities, and students’ preparation levels.⁴⁴ Ms. Wolff outlines several key outcomes from the summer 2014 internship program report:

- Experiences were **professionally relevant** for students.
- Experiences **influence students’ future career goals** and in several cases helped students fine-tune their existing career goals.
- There was evidence of high **correlation between students’ academic focus and internship areas** and these experiences often enhanced their existing choice of major.

After returning to campus, students are encouraged to reflect on their internship experiences. Although this is not mandatory, many students are eager to participate in the SEC’s structured reflection workshops, which help students apply their experiences to future opportunities. Furthermore, many students initiate their own reflection opportunities, asking staff if they can write blog posts or give presentations about their experiences to other interested students.

Career Services in a Liberal Arts Context

Ms. Rolfe echoes many of Mr. Mueller’s observations regarding the role of career development in a liberal arts education. The less tangible, soft skills that employers desire are inherent aspects of the liberal arts experience. Although current Whitman students and recent graduates are entering the workforce at a time when skills-based education is widely praised, Ms. Rolfe’s conversations with employers indicate that job candidates with a balanced education are the most desirable. For instance, her focused work with private sector contacts often leads to conversations in which business representatives state that

⁴² Ibid.

⁴³ Wolff, Op. cit.

⁴⁴ Ibid.

their business school hires struggle with communication, whereas liberal arts students possess the necessary communication, critical thinking, and analytical skills.⁴⁵ Thus, the SEC sees students' experiential learning opportunities as a tool that gives students exposure to crucial job-specific skills. These opportunities help "cap off" their liberal arts training and ensure that Whitman graduates are marketable and successful professionals.

WELLESLEY COLLEGE

Overview

Wellesley College, located in Wellesley, Massachusetts, has a total student population of 2,474, all of whom are undergraduate students. Beverly Lorig, the Interim Director of the Center for Work and Service (CWS), notes that Wellesley College President Kim Bottomly has announced a "Framework for 2020 and Beyond," one pillar of which is titled "Liberal Arts Education in the 21st Century."⁴⁶ Similar to the other exemplary institutions, the institution's vision for the upcoming five years includes "effectively communicating the value of a liberal arts education... in a world where some have questioned the value of a liberal arts education."⁴⁷ As part of this initiative, the college has highlighted two particularly valuable resources: Wellesley faculty and alumnae. In order to accomplish its strategic goals, the institution plans to critically reshape its relationships with these two groups.⁴⁸ The key objectives for "Liberal Arts Education in the 21st Century" include:

- Create more opportunities for **students to understand and articulate the value and relevance of a liberal arts education** and to successfully link that education to a career
- Develop a state-of-the-art "**college to career**" program that builds on alumnae and faculty networks and strategically employs technology
- Develop strategies for **improving public communication** by the faculty and administration that celebrates the powerful role of liberal arts education in society
- Support practices that promote student well-being, with a focus on resilience, adaptability, and skills for coping with stress⁴⁹

As it currently functions, the CWS aims to engage with students as early as possible, ideally when they first set foot on campus.⁵⁰ The center offers first-year programs that strive to

⁴⁵ Ibid.

⁴⁶ "Wellesley in Five: A Framework for 2020 and Beyond." Wellesley College.
<http://www.wellesley.edu/about/president/vision>

⁴⁷ Ibid.

⁴⁸ Lorig, B. Interim Director of the Center for Work and Service, Wellesley College. Telephone Interview, March 6th, 2015.

⁴⁹ Bulleted items taken verbatim from: "Wellesley in Five: A Framework for 2020 and Beyond." Op. cit.

⁵⁰ Lorig, Op. cit.

build relationships early. However, Ms. Lorig observes that internship opportunities appear to be the main motivator for first-year students who interact with the institution’s career services offerings.⁵¹ Every summer, over 300 students participate in Wellesley-sponsored summer internships and volunteer projects. The institution provides grant funding to students whose internships are unpaid.⁵²

Student Engagement & Marketing

Ms. Lorig emphasizes the importance of creative and multifaceted approaches to student outreach, noting that “there is no one magic way to reach students these days.”⁵³ Wellesley College expects to increase student marketing and faculty outreach efforts in the future. However, Ms. Lorig outlines several of their current strategies:

- A **Client Relationship Management Platform** manages recruitment, internships, counseling, and student data. The CWS uses the CSO System, wherein students select areas of interest and their academic year, which in turn enables the CWS team to target their outreach efforts.
- The **CWS Blog** has gained popularity through its profiles of recent graduates and interns, which serve to “give a face to the program.”⁵⁴
- **Social media accounts**, including Facebook, Twitter, and LinkedIn.
- **CWS Student Workers** increase approachability by serving as receptionists and conducting workshops and outreach to students and student groups.⁵⁵

Administration

The CWS currently employs 15 staff members, including the director (Figure 1.5).

Figure 1.5: CWS Staffing Model, Wellesley College

DIVISION			
DIRECTOR’S OFFICE	COMMUNICATIONS (1)	FELLOWSHIPS (2)	ON-CAMPUS RECRUITING (2)
<ul style="list-style-type: none"> ▪ CWS Director 	<ul style="list-style-type: none"> ▪ Web Content & Communications Director 	<ul style="list-style-type: none"> ▪ Director of Fellowship Programs ▪ Assistant to the Director of Fellowship Programs 	<ul style="list-style-type: none"> ▪ Director of Recruiting Programs ▪ Assistant Director of Recruiting Programs

⁵¹ Ibid.

⁵² “Learning Opportunities.” Wellesley College. <http://www.wellesley.edu/about/intheworld/learningopportunities>

⁵³ Lorig, Op. cit.

⁵⁴ “MyCWS: The Center for Work & Service at Wellesley College.” Wellesley College. <https://blogs.wellesley.edu/mycws/>

⁵⁵ Ibid.

DIVISION			
SERVICE (2)	INTERNSHIPS (3)	GENERAL COUNSELING (4)	ALUMNAE PROGRAMS (1)
<ul style="list-style-type: none"> ▪ Service Program Director ▪ Community Engagement Coordinator 	<ul style="list-style-type: none"> ▪ Assistant Director of U.S. Internships ▪ Assistant Director, Internships ▪ Assistant Director, Internships Administration 	<ul style="list-style-type: none"> ▪ Director for Career Advising and Programming ▪ Career Counselor ▪ Career Counseling Assistant ▪ Prelaw Advisor 	<ul style="list-style-type: none"> ▪ Alumnae Career and Service Program Assistant

Source: Wellesley College⁵⁶

Ms. Lorig explains that Wellesley College does not have a centralized model for internship administration. Rather, many internship programs continue to be administered by academic departments. This structure is a result of the critical role that faculty traditionally play in the development of these internships, since faculty members often leverage their connections in the field to make such opportunities possible.⁵⁷

However, Ms. Lorig expects that greater inter-departmental knowledge sharing will be a future area of enhancement for the institution, increasing faculty awareness of opportunities for their students in fields outside of their own. In her previous tenure at Washington and Lee University, she learned that it can be “an ongoing challenge to articulate the importance of having a centralized repository of internships where students have worked.”⁵⁸

“The successful development of [career-] ready students... is an institutional issue.”
 -- Beverly Lorig

Even among those who fully understand the value of this shared resource, execution requires large investments of time and effort.⁵⁹

Implementation

Ms. Lorig notes potential implementation hurdles related to several stakeholder groups. Most importantly, **increasing the emphasis on career development should be understood as an institution-wide priority**, not one that is solely the responsibility of the career development office. As a first step, Ms. Lorig recommends “identifying all touch points with students [and] finding out where the conversations about [careers] are taking place and are not taking place.”⁶⁰

Secondly, it can be a challenge to help overcommitted students find time to dedicate to career development. Therefore, institutions should establish structures to facilitate the completion of internships. Ms. Lorig observes that in some cases institutions may consider

⁵⁶ “CWS Staff.” Wellesley College. <http://www.wellesley.edu/cws/whoweare/cwsstaff>

⁵⁷ Lorig, Op. cit.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

making it a requirement that students engage with their career centers. Alumni who did not seek career help while they were active students often later return to their institution and thus institutions have the choice of “either serv[ing] them now or serv[ing] them later.”⁶¹

Lastly, while resistance from faculty can be a factor at many institutions, increased expectations and a higher degree of career focus from the part of students helps ease these tensions. Students are frequently curious as to “where graduates [of their academic department] go, what kinds of experiences they have, and how to gain experiences while they are still students.” Such expectations are gradually influencing faculty perspectives, particularly among less-tenured or younger members of the faculty. These individuals have recently executed a job search, are more keenly aware of changing employment landscapes, and can relate to “challenges and anxieties that come with figuring out what you want to do.”⁶²

Resistance from faculty is often the result of miscommunication or lack of education about the intention of the career services office. Ms. Lorig recommends that career services leaders emphasize the shared goal of “creating and promoting a very thoughtful graduate, [one who is] insightful, has critical thinking, communication, and analytical skills” and who is civically engaged. Furthermore, career development leaders may have to help educate faculty on the ways in which corporate structures have changed in the last 15-20 years (e.g., the reduction in new training programs and high rates of career transitions) and how these changes impact the institution’s responsibilities in fulfilling its goals.

Impact Assessment

The CWS does not actively engage in internal program evaluation. Instead, the Office of Institutional Research is tasked with measuring the outcomes of Wellesley students and graduates. Ms. Lorig believes that this structure is helpful in several ways, including ensuring the survey has a strong response rate and showing that career development is an institutional priority.⁶³ Ms. Lorig also notes that the National Association of Colleges and Employers offers recommendations for standardized terminology, timelines, and data collection practices.⁶⁴

Each year, Wellesley College’s Office of Institutional Research administers a One-Year-Out survey and, every four years, Wellesley College conducts alumnae surveys on selected classes that inquire about:

- Satisfaction with and endorsement of the college
- Academic and extracurricular involvement during college

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

⁶⁴ For example, see: “The Professional Standards for College and University Career Services.” The National Association of Colleges and Employers, 2012. http://www.nacweb.org/knowledge/CS/professional_standards/

- Growth during college and the college's contribution to this growth
- Post-baccalaureate education
- Preparation for the workforce and further schooling
- Current occupation(s), activities, and income⁶⁵

LAFAYETTE COLLEGE

Overview

Located in Easton, Pennsylvania, Lafayette College has a total student population of 2,486, all of whom are undergraduate students.⁶⁶ The Interim Executive Director of LaFayette College's Office of Career Services (OCS) explains that career development at the institution is characterized by combined offerings of internships, January externships, and the Gateway Program.⁶⁷ The Office of Career Services begins student outreach and engagement as early as possible. Additionally, students who participate in internships have access to the Robert Beane Intern Scholar Program, internship stipends, and housing options.

Externships are coordinated by the OCS and allow students to spend between two to five days shadowing an alumnus in a field of interest.⁶⁸ OCS provides a high level of structure early on to help students adequately prepare for the experience. For example, students are required to attend a mandatory preparatory session, where they learn how to research the host and their organization, how to conduct formal outreach with their host, how to present themselves on day one, how to develop questions in advance, and how to send formal thank you notes.⁶⁹

Gateway is a "four-year, individualized career exploration program" in which over 85 percent of all students participate.⁷⁰ In 2014, the Princeton Review ranked Lafayette in the top-20 institutions in the country based on career services and outcomes. The Interim Director believes that a primary factor in this favorable ranking has been the success of the Gateway Program: "counselors really get to know their students very well and understand their goals, interests, values, and skills," guiding them in a way that may not be possible at institutions without this kind of long-term career program.⁷¹ As early as the first semester of their freshman year, students are matched with a counselor who follows them through established milestones throughout their career at Lafayette College. This consistency results in strong levels of mutual understanding, personal accountability, and trust, to the point

⁶⁵ Bulleted items taken nearly verbatim from: "Surveys." Wellesley College. <http://www.wellesley.edu/oir/surveys#alumnae>

⁶⁶ "College Navigator," Op. cit.

⁶⁷ Interim Executive Director, Lafayette College. Telephone Interview, March 9th, 2015.

⁶⁸ "Gain Experience." Lafayette College. <http://careerservices.lafayette.edu/students/gain-experience/>

⁶⁹ Interim Executive Director, Op. cit.

⁷⁰ "Career Services." Lafayette College. <http://careerservices.lafayette.edu/>

⁷¹ "Best Career Services." The Princeton Review, 2014. <http://www.princetonreview.com/schoolList.aspx?id=685#/>

where counselors are able to recommend specific programming and opportunities that align with students' individual interests.

Student Outreach & Marketing

The OCS has associate directors that focus on employer relations, internship programs, alumni, and graduate school advising, among others, which allows the office to develop varied and targeted outreach strategies. The Interim Executive Director of OCS describes the following outreach and marketing efforts:

- **Alumni Channels:** Many employer recruiting programs are alumni-driven. The OCS hosts a networking event with alumni roughly once each quarter.
- **Communication with Employers:** An associate director communicates with employers continually throughout the year to source opportunities.
- **Signature Events:** The college hosts the Sophomore Surge Program and other events for students to network with alumni. The OCS also facilitates web-based Alumni Lunch & Learn events for students.
- **Client Relationship Management Platform:** The institution currently uses Experience, but is migrating to Symplicity.
- **Email Blasts:** The OCS targets emails about job or internship opportunities based on their demonstrated academic or industry interests.
- **Faculty Outreach Channels:** The OCS occasionally uses faculty members to promote opportunities to their students. Furthermore, the OCS tries to regularly schedule faculty lunches with employers that visit the campus so that faculty can learn what characteristics and skill sets are in high demand.
- **Parents:** The OCS sends parents e-newsletters that contain information about opportunities available to students.

Administration

Figure 1.6 summarizes the staffing structure of the OCS, which employs a total of 14 individuals, including the Interim Executive Director. The Interim Executive Director of the OCS reports to the Vice President for Development. Through its staff members, the office works with individuals across the institution. Several of its members liaise with the athletic department, student groups, and individual academic departments and faculty.

Figure 1.6: OCS Staffing Model, Lafayette College

ROLE			
ADMINISTRATION (8)		COUNSELING (2)	OPERATIONS (4)
<ul style="list-style-type: none"> ▪ Interim Executive Director ▪ Associate Director, Employer Relations ▪ Executive Director, Special Projects for Career Services and College Relations ▪ Associate Director, Special Programs 	<ul style="list-style-type: none"> ▪ Associate Director, Gateway Program and Graduate School Advising ▪ Associate Director, Internships & Volunteer Interest ▪ Assistant Director for Alumni Career Services ▪ Assistant Director 	<ul style="list-style-type: none"> ▪ Career Counselor ▪ Career Counselor 	<ul style="list-style-type: none"> ▪ Manager of Recruiting and IT Services ▪ Database and Communications Coordinator ▪ PT Office Assistant ▪ PT Office Assistant

Source: Lafayette College⁷²

Implementation

Faculty engagement in career development is important to Lafayette College, but sometimes poses a roadblock. The OCS has found that identifying particular faculty members who prioritize experiential learning helps to convey the value of these opportunities to specific academic departments.⁷³ Leaders in the OCS have found that faculty can be more receptive to engaging in constructive communication with members of their department.

Another aspect of establishing a career development culture across the institution is **connecting with first-year students on campus**. The skill sets that employers seek should be on students’ radar early on, not only beginning in the junior year. Engaging in career services as early as their first semester of college helps students understand the value of the liberal arts, the services and resources available to them, and how to begin the exploration process.⁷⁴

Impact Assessment

The OCS collects data and feedback for its externship program, but not for its internship programs. The OCS measures outcomes for the externship program by surveying participating students and their alumni hosts. The survey is administered at the end of the January programs and collects data regarding approximately 300 student-host externship pairings. Because Lafayette has a fairly decentralized model for its internships, it is difficult to capture institution-wide outcomes data. In departments where internships are a graduation requirement, outcomes data are analyzed internally.

⁷² “Career Services Staff.” Lafayette College. <http://careerservices.lafayette.edu/faculty-and-staff/staff/>

⁷³ Interim Executive Director, Op. cit.

⁷⁴ Ibid.

“[A liberal arts education] allows students to explore their interests, to gain experience in so many different facets and venues, and develop this holistic and well-rounded approach to what they can offer an organization after graduation.”
-- Interim Executive Director

The Interim Executive Director also commented on long-term trends she has observed over the course of her 12-year tenure. Since Gateway was introduced in the early 2000s, Lafayette has worked to better educate students about the value of the program, which has helped to establish an institutional culture around career development. Over time, student engagement in Gateway and other career services programs has a two-fold benefit: not only does it effectively prepare those students for their post-graduation professional lives, but this involvement is also later correlated with high rates of alumni involvement in these same programs. According to the Interim Executive Director, these alumni “truly

understand the benefits of the program and are willing to come back to the college and give back in some way and share their expertise with current students. That has been a really positive aspect for us.”⁷⁵

Career Services in a Liberal Arts Context

The Interim Executive Director of OCS observes that employers want the broad skill sets that their liberal arts graduates possess, in particular, strong verbal and written communication skills. In particular, **recruiters look for students with proven time-management and organizational skills, as well as the ability to relate to diverse populations.** For example, in her recent conversation with representatives from a prominent multinational professional services firm, recruiters stated that the students’ majors were less important than the skills that students developed through their liberal arts education.⁷⁶

⁷⁵ Ibid.

⁷⁶ Ibid.

SECTION II: REGIONAL LANDSCAPE

Using secondary resources, Hanover Research also surveyed approaches to experiential learning and career readiness employed by New England institutions (Figure 2.1).

Figure 2.1: Peer Institutions

INSTITUTION	LOCATION	ENROLLMENT SIZE
Colby-Sawyer College	New London, New Hampshire	1,409 (all undergraduate)
Merrimack College	North Andover, Massachusetts	3,067 (2,758 undergraduate)
Regis College	Weston, Massachusetts	9,722 (5,172 undergraduate)
Saint Anselm College	Manchester, New Hampshire	1,923 (all undergraduate)
Saint Joseph’s College	Standish, Maine	1,614 (1,276 undergraduate)
Southern New Hampshire University	Manchester, New Hampshire	28,389 (18,083 undergraduate)

Source: College Navigator⁷⁷

ANALYSIS

Figure 2.2 presents a summary table of the features of career development offices at these peer institutions. Every institution in this peer group has a standalone, account-based, job search platform that provides an arena for employers to post job listings and students to apply for these positions. Additionally, several institutions offer a separate career exploration platform. The core career development offerings are generally consistent across this group of institutions, consisting of workshops, one-on-one career counseling, resume guidance, and recruitment and career fair events. Institutional websites target a variety of stakeholder groups, including students, employers, and alumni, as well as, in several cases, faculty and parents.

Four-year professional development plans are a somewhat rare offering among this peer group; Saint Joseph’s College is the only institution to advertise this type of program. Additionally, offering students career planning options by major as an embedded part of the career services website is somewhat uncommon.

The administrative oversight framework surrounding career development is fairly consistent within this group of peers, which typically houses career development within Academic Affairs. Southern New Hampshire University (SNHU) and Merrimack College are the exceptions to this pattern within this group of peers. At Southern New Hampshire University

⁷⁷ “College Navigator.” Op. cit.

(SNHU) and Merrimack College, career development offices are housed under Institutional Advancement and Career Engagement, respectively. In Hanover Research's interview with personnel at SNHU, the administrator explains that this office previously fell under Academic Affairs. However, the Vice President of Institutional Advancement, who has a background in career development, took over its control. This change has allowed career development services at SNHU to work more closely with the Office of Alumni Affairs.

Merrimack College stood out among this group of peers for its administrative structure and comprehensive offerings. Not only is it the only institution in the peer group to have a leader of career development promoted to the level of a Vice President, but it maintains the most comprehensive and user-friendly website, employs the largest staff, and boasts a high internship participation rate. In addition to internships, Merrimack College also encourages externships and cooperative education programs, which are promoted as paid, long-lasting, and in-depth.

Two additional institutions stood out among this peer group due to unique initiatives. Colby-Sawyer College and Regis College offer students an internship preparation course or seminar.⁷⁸ At both institutions, coursework introduces students to best practices for professional correspondence, interviews, and behaviors in the workplace. Colby-Sawyer College requires all students to pass this online course before applying for internships. Additionally, these two institutions have made completion of an internship experience a requirement toward graduation. This change will go into effect at Regis College in Fall 2015.

⁷⁸ [1] Kennedy, S. Director of Internships and Career Placement, Regis College. Email Correspondence, March 2nd, 2015.

[2] "Internships." Colby Sawyer College. <http://www.colby-sawyer.edu/campus-life/career/internships/index.html>

BENCHMARKING

Figure 2.2: Inventory of Career Development Offices at Peer Institutions

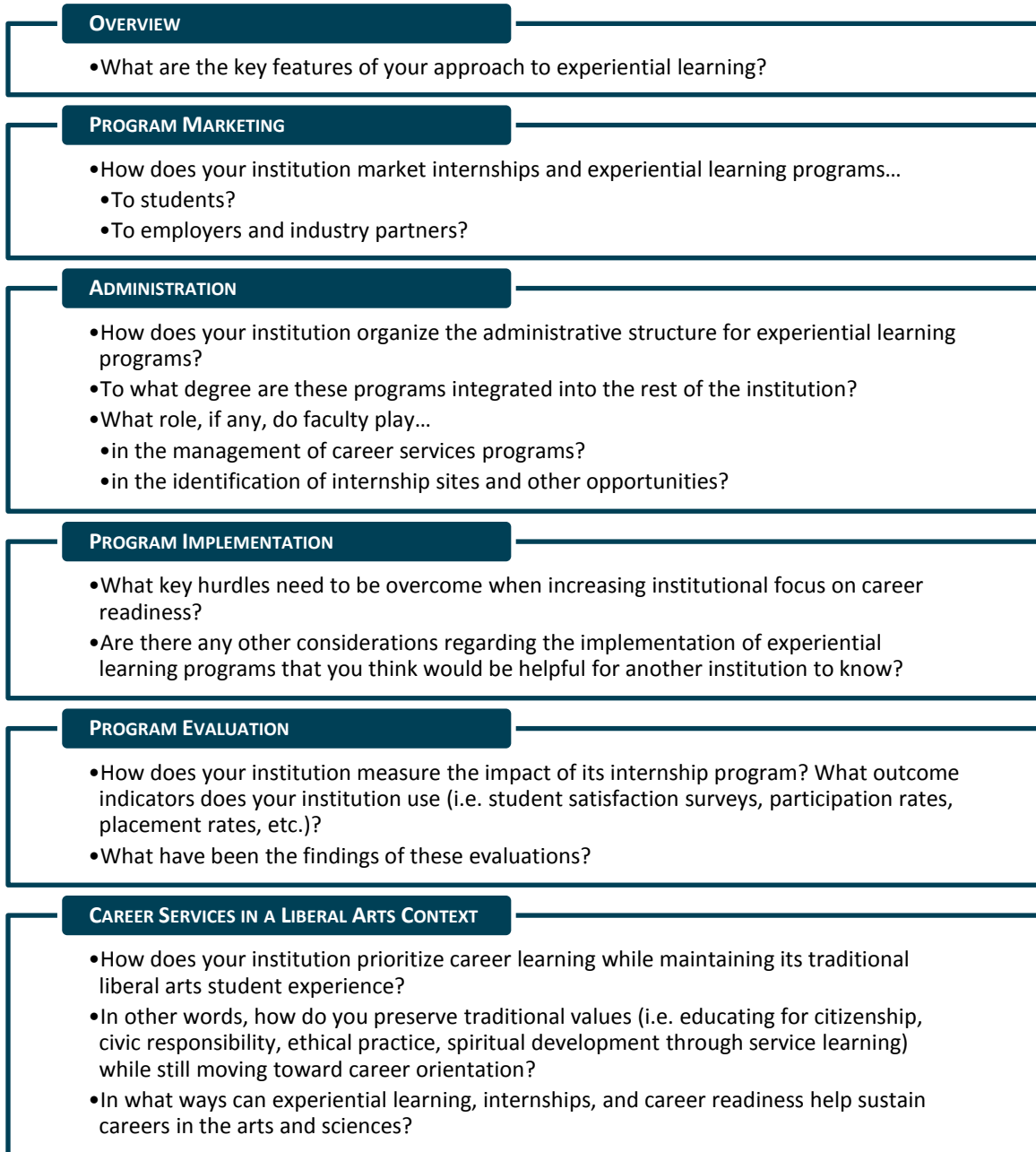
INSTITUTION	ADMINISTRATIVE STRUCTURE & STAFFING MODEL	GENERAL OFFERINGS	DISTINCTIVE FEATURES	INTERNSHIP PROGRAM STRUCTURE	KEY INDICATORS – JOB PLACEMENT & INTERNSHIP PARTICIPATION RATES
Colby-Sawyer College	Academic VP & Dean of Faculty <ul style="list-style-type: none"> ▪ Director ▪ Internship Coordinator 	<ul style="list-style-type: none"> ▪ Academic Advising ▪ Career development ▪ Internships ▪ Study Abroad 	<ul style="list-style-type: none"> ▪ Pre-Internship Seminar (online) ▪ <i>myColby-Sawyer</i> (intranet site) 	Complete integration; All majors require at least one internship as a graduation requirement	37% of graduates are hired by their internship sites
Merrimack College	Assoc. VP, Career Engagement <ul style="list-style-type: none"> ▪ Associate Director ▪ Assistant Director ▪ Manager ▪ Career Advisor (3) ▪ Program Coordinator (2) ▪ Intern 	<ul style="list-style-type: none"> ▪ Career fairs and panels ▪ Employment research ▪ On-campus recruiting ▪ Advising ▪ Internships 	<ul style="list-style-type: none"> ▪ Externships and Paid Co-ops ▪ <i>Advantage</i> (CRM software) ▪ Generation Merr1mack (outreach to first-generation students) 	Centralized structure for internships, externships, and co-ops	<ul style="list-style-type: none"> ▪ 61% completed an internship (class of 2013) ▪ 98% Employed and/or Obtaining Further Education
Regis College	VP, Academic Affairs <ul style="list-style-type: none"> ▪ Director 	<ul style="list-style-type: none"> ▪ Online tools ▪ Workshops ▪ Counseling ▪ Recruitment events 	<ul style="list-style-type: none"> ▪ <i>FOCUS₂</i> (Career Planning Software) ▪ Career planning curriculum ▪ Internship planning course 	Completion of one internship is a graduation requirement	45% (2014 grads) were employed before graduation

INSTITUTION	ADMINISTRATIVE STRUCTURE & STAFFING MODEL	GENERAL OFFERINGS	DISTINCTIVE FEATURES	INTERNSHIP PROGRAM STRUCTURE	KEY INDICATORS – JOB PLACEMENT & INTERNSHIP PARTICIPATION RATES
Saint Anselm College	VP, Academic Affairs <ul style="list-style-type: none"> ▪ Director ▪ Assistant Director (Internships) ▪ Associate Director (Employer Relations) 	<ul style="list-style-type: none"> ▪ Resume writing ▪ Correspondence ▪ Interviewing ▪ Networking ▪ Counseling ▪ Recruitment events 	<ul style="list-style-type: none"> ▪ <i>Anselmian</i> (Career and Employer System) 	Credit-bearing; Managed by academic departments	[Not Reported]
Saint Joseph's College	VP, Academic Affairs <ul style="list-style-type: none"> ▪ Career Assistant 	<ul style="list-style-type: none"> ▪ Counseling ▪ Self-Assessment ▪ Resume Writing ▪ Workshops ▪ Job Fairs 	<ul style="list-style-type: none"> ▪ Four-Year Career Plan ▪ Member of the Maine College Career Consortium 	Required by some majors	98% (2013 Grads) employed or obtaining further education
Southern New Hampshire University	VP, Institutional Advancement <ul style="list-style-type: none"> ▪ Director ▪ Career counselors (5) 	<ul style="list-style-type: none"> ▪ Career counseling ▪ Mock interviewing ▪ Resume review ▪ Networking opportunities 	<ul style="list-style-type: none"> ▪ <i>SNHU Recruit</i> (CSO-based online platform) 	Some are credit-bearing	[Not Reported]

Source: Institutional websites and primary research

APPENDIX A: INTERVIEW QUESTIONS

Figure A.1: Interview Questions



PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds partner expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

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