

Service-Learning Faculty Fellows

Report prepared by Karen Sorensen-Lang as a summation of Service-Learning Fellows research project and presentation of employability survey instrument, "Professional Preparation Survey."

Final Report Experiential/ Applied
Learning Research Project

June 2015

Project Narrative

Summary:

The faculty fellows group is a continuation of the 2012-2013 Experiential Learning Taskforce. The research team met by-weekly during Spring semester 2014 to frame the goals of the project and update the literature review. The team drafted the survey and distributed to pilot courses Fall 2014.

Next possible steps include drafting manuscript for journal publication and validating the survey instrument in collaboration with APU administrators and any mandate to continue work around an employability assessment initiative.

During the 2014 spring semester, the lead scholar, Karen Sorensen-Lang, assembled the team based on the recommendations from the previous taskforce, including recruiting one graduate faculty and faculty engaged in experiential learning on campus. The team members were: Julie Pusztai, Nursing and Wellness Center; Michelle Cox, School of Education; Walter Yamada, Psychology; Julia Russell Toothacre, Career Services; Karen Sorensen-Lang, Communication Studies

The group's early efforts focused on understanding what the previous taskforce had done and responding to their recommendations. We took a step back to investigate a definition of experiential learning that reflected the literature in the field as well as what we already do and hope to assess regarding experiential learning at APU. We read and added to the literature review done by the previous taskforce, focusing specifically on diversity topics and employability. We developed research questions and gathered a list of courses where experiential learning appeared to be utilized within service-learning courses, internships, practicums, and fieldwork.

The team evaluated how to identify measurable elements of experiential learning and pulled themes from the literature review regarding best practices and standards that an assessment tool would highlight as a model and measure as an institutional data-gathering instrument. Dr. Michelle Cox and Dr. Karen Sorensen-Lang drafted the survey questions based on the literature review and university specific goals to measure key aspects of student development along the lines of the 4 Cs and employability for APU students.

It could be said that the professor team of researchers was "outpaced" by other initiatives and new positions on campus that focused on employability as a concern and goal worth pursuing more explicitly in APU's curriculum and co-curricular programs. At the start of the research project, the team seemed to be one of the only formal initiatives on campus focused primarily on the need for increasing the university's intentionality around employability. Since then, APU now has a Vice-President of Alumni, Vocation, and Innovation and key offices such as Career Services have been re-aligned to better support how the school prepares and supports students around components of employability. Some Academic Support and Student Life offices have also worked to include employability values in their offices' student leadership and employment assessments. Even as different arms of the university have been highlighting employability and prioritizing programming and curriculum that makes the ways in which we prepare students for career and ministry more explicit, the Service-Learning Fellows task of creating an instrument to assess experiential learning as it relates to employability is still a current need. This instrument could be adapted to be used in courses, student leadership programs, and service-learning projects.

The original request from campus leadership was to create a tool to assess how experiential/applied learning across campus contributes to student employability, mostly toward the goal of gathering broad institutional data for the dashboard, a report of key performance indicators and other institutional statistics. The final product from the team is a survey that reports students' perceptions of how well they think they are prepared for employment, and the team believes that this survey instrument reflects how the institution currently infers employability as an explicit value and goal across our curriculum and through student experiences. This survey instrument could be adapted to gather data from intern sites and off-campus partners in the future upon adding employability student learning outcomes.

The following sections provide an at-a-glance list of results of the project, list of recommendations for implementation of the survey instrument, and documents related to the research.

RESULTS OF THE PROJECT

Conferences and Presentations

1. Karen Sorensen-Lang attended the Service-Learning Campus Compact round-table at USD Spring 2014 to represent APU and gather feedback and resources for the project
2. Karen Sorensen-Lang attended the IUPUI Research Academy on institutional research and service-learning May 2014 to receive coaching from field experts on APU's project as well as gather scales for the survey, options for theory to apply in manuscript publication, and a list of experiential learning publications and outlets for dissemination of the research.
3. Team submitted a proposal to present at the Assessment Institute at IUPUI in October 2014 and was accepted. Karen Sorensen-Lang and Judy Hutchinson presented "A College Degree Is Worth It: Assessing Experiential Learning Across Campus and Into the Workplace" at the national conference. The presentation shared the the employability literature review, faculty fellow model for research projects, institutional change theory, survey components, and discussion on employability values as they relate to liberal arts values.

Product and Tasks Completed

1. Literature Review on experiential learning and employability updated with special attention to diversity content
2. List of Experiential Learning courses at APU compiled
3. Comparison Universities' Assessment tools gathered
4. Definition of Experiential Learning written and later integrated into Office of the Provost "Vocation: Integrated and Applied Learning" document and definitions
5. Chart of key themes for questionnaire compiled based on Literature Review and on-campus evaluation tools
6. Contributed service-learning information to dashboard data for OIRA
7. Service-Learning ongoing evaluation tools updated to include employability data-gathering questions
8. Drafted "Professional Preparation Survey"
9. Distributed survey in three courses for feedback on instrument: Modern Languages Service-Learning Course, Social Work fieldwork course, Nursing Service-Learning Course.
10. Composed final report with recommendations and survey draft

RECOMMENDATIONS

Increased Buy-in Around Employability

As the university implements an initiative to increase the intentionality around employability for our graduates, the team recommends that to use this assessment instrument in a course, the course must first make explicit SLOs geared toward employability. An assessment tool may be both formative and summative when a professor knows ahead of time the components to be evaluated by the survey instrument, but it should not be used to assess experiential/applied learning projects or courses that are not explicitly designed to increase employability. In other words, data-gathering instruments should be applied only where the site has made employability a goal from the start and the professors and departments agree that employability is a priority in their curriculum map. Using this instrument in courses may promote change in course design and SLOs, but departments and professors will need to first buy in to that outcome and be provided the time to adjust the course and SLOs where needed. Some courses such as internships or fieldwork courses may need little to no adjustment to be included in the institutional data-gathering around employability. To this point, the faculty fellows recommend that:

1. **Each major identify three courses where employability SLOs and course design are included** and the “Professional Preparation Survey” could be used. We call these courses “touchpoints” in the curriculum where, on the department level, students would be introduced to employability ideas and goals in a lower-level course, be developed in another course that includes experiential/applied learning, and then be assessed for mastery in a culminating course. For example, a Communication Studies major is first introduced to concepts of professionalism, resume-building, collegiality, and professional communication in COMM 211, Presentational Speaking. The COMM 440 Persuasion and Attitude course would always offer a service-learning project with a community partner where students create a persuasion campaign and receive feedback from an off-campus professional. And finally, the COMM 490 Communication Internship houses the culminating learning and demonstration of mastery around employability SLOs and professional dispositions as identified in the survey instrument. This type of bite-sized and approachable expectation of three touchpoints may be most effective in moving the needle on mindsets toward valuing employability instruction and also toward getting courses to evaluate flagged and in place for gathering institutional data.
2. **Stakeholders develop a communication campaign around employability** targeted at department chairs and key professors who oversee the service-learning, fieldwork, internships, and capstone projects that naturally lend themselves toward becoming explicit containers for employability course content and assessment. The faculty fellows offer these questions for moving forward: Will use of a survey instrument be mandatory or voluntary and how will this be communicated? Who will “own” the work to promote healthy communication with departments and professors who may be resistant to employability as an explicit outcome for Liberal Arts programs? How might we identify chairs and departments who are eager to prioritize employability learning and development for their students, and then harness their buy-in to draw in more departments? How do we educate and collaborate with critical partners on campus such as the Director of General Education, Executive Director of the Center for Academic Service-Learning and Research, the Executive Director of Writing Programs, the Director of Undergraduate Student Success in order to create a more seamless, concentrated, and explicit effort to increase performance and support for student employability?

Ownership of Employability Initiative and Institutional Data-Gathering re Employability

From the early meetings with the faculty fellows, questions often emerged regarding who or what office will place focused energy on the distribution and data-collection/reporting from the survey we set out to create. In the semesters the fellows have been working on the research and creation for the survey, it's been evident that offices around campus are at different places in the employability conversation—resistant to adding another layer of assessment or to the idea of employability all together; already implementing professional assessments from outside accrediting bodies; content with implicit efforts to support student employability; or creating their own assessment tools and initiatives around employability that are not standardized for institutional data gathering. The research team's questions include the following: In what ways might Institutional Research and Assessment directors be engaged in the ownership of assessing and reporting data around employability? How might the Provost office encourage or mandate the implementation of a survey instrument as a “given” in certain employability touchpoint courses across the curriculum? What appropriate pathways exist for a VP of Alumni, Vocation and Innovation to collaborate with academic programs around early exposure to and development of employability in classrooms? At this point, the faculty fellows recommend:

1. **A point person or office be designated to engage the academic players on campus in the implementation of an institutional data-gathering survey instrument** such as the “Professional Preparation Survey.” The fellows recommend a centralized processor to gather, report, and track data and follow up with faculty for feedback and experiential/applied learning best practice findings. Future data-gathering might include use of the Alumni Survey and an instrument to gather data from off-campus partners who work with students. *Perhaps these conversations and designations are already in place, and this person or office would be the one to carry on the work of the initial taskforce and faculty fellows. The office of the Provost has already standardized the language around Applied Learning and defining related terms *see Integrative and Applied Learning at APU document.*
2. **The person or office in charge of implementing the employability assessment would collaborate with Michelle Cox**, Professor in School Counseling and School Psychology and co-author of the “Professional Preparation Survey” to validate the survey and implement in courses identified as appropriate for university data-gathering. Karen Sorensen-Lang has relocated away from campus but is available to consult or assist with the survey validation toward the goal of publishing the instrument and research findings with Michelle Cox.
3. **Investigate how a “Professional Preparation Survey” or other employability assessment could be built into program review** or other existing channels for distribution and use. How will the use and reporting of data be useful to chairs and build self-awareness for students? Does APU have a clearly articulated need for institutional data around our driving goals to graduate difference makers who are also quantifiably employable and self-aware of their professional identities?
4. **Consider a move to a central office overseeing all internships.** Many universities have an internship “hub” that runs all departments’ off-campus internships, instead of a professor in each department managing this as course load. This model would promote streamlined use of best practices and institutional data-gathering around a culminating employability learning experience. It would also release course units for full-time faculty who currently manage internships in majors.

Faculty Development and Resources for Employability Initiative/Assessment Tool

The faculty fellows recognize that for institutional support for employability and applied learning to increase, the actions taken need to thoughtfully increase the campus-wide value for assessment and contribute to creating a culture of assessment as a given at APU on the micro levels of experiential learning projects and course outcomes. To that end, the fellows recommend:

1. **Partnering with CTLA leadership** and gathering feedback on their interest in an employability initiative or isolated data-gathering using a course survey. Employ the CTLA leadership teams expertise to consult and where appropriate, contribute work hours to this institutional data-gathering effort around employability.
2. **Consider developing “easy-access” faculty training around current employability research** i.e. videos, synthesized literature review and data, brief on-line training or in-person workshops to equip faculty who already teach and will teach courses with employability SLOs and employability assessment instruments.

Academic Reputation and Institutional Identity-formation

Early in the project when the fellows reviewed the employability literature, assessment instruments already in use, and outside accreditation assessment instruments for some of APU’s professional programs, it became evident that if we included certain professional dispositions and components of what employers want, that these traits (if prescribed via an assessment instrument) might redirect how some courses conduct experiential learning projects and how certain things like placements for internships are done. For example, if students are asked to report “This project has provided the opportunity for me to encounter people of diverse populations different from my own” or “This project helped me to develop my ability to respond to others with empathy, regardless of their backgrounds,” the students will need to be placed in experiential learning settings that are diverse and other than the students familiar culture or background. This will likely preclude students from seeking out, for example, internships at a family business or other like-culture settings if faculty consider it of value to be “in line” with successful or strong data that reveals students’ experiences in the course resulted in high employability. Likewise, on a more pedagogical level, professors may need to update the design of service-learning projects flagged for employability outcomes in order to respond to such survey questions as “During the project, I regularly reflected on the experience and discussed my choices or contributions to the work,” or “This project has prepared me to accept critical feedback from my supervisors.” Faculty will need to build in reflection time and feedback channels in order to create the pedagogical situation to teach and model professional dispositions. Not all experiential/applied learning projects and courses will include certain employability traits (i.e. written and oral communication, encounters with diverse others, dependability with minimal supervision), but in creating and possibly implementing this “Professional Preparation Survey,” administration will be making a statement that the type of employability traits we value and must be included during instruction will indeed include such things as intercultural competency and communication skills.

This instrument draws a type of “line in the sand” to communicate that APU’s identity as a university is, in part, one that clearly values diversity competency and other liberal arts/employability traits for our graduates and requires that faculty be intentional to meet those outcomes. When we step back to think about how we reach these goals, we must note that we will likely be asking professors and departments to make some sweeping changes and to focus our experiential/applied learning and employability touchpoint courses in new ways. The faculty fellows believe this will increase APU’s academic reputation when we strengthen expectations in course work, fieldwork, and internships where academic and professional performance needs to increase, and it will likewise give credit to those programs who already meet and work toward strong employability for their students. As the conversation on employability continues and as academic programs enact choices to improve instruction and support for students’ workplace readiness, APU will be able to gather institutional data that is useful to communicating a strong academic reputation and growing positive image of students’ employability. To this end, the fellows recommend the following:

1. **Require that academic courses and programs that use experiential/applied learning should have a clearly outlined manual** that communicates purpose, policies, and assessment to faculty teaching the courses, students in off-campus placements and projects, and to off-campus supervisors and partners.
2. **Increase oversight on types of off-campus partnerships and placements that students earn academic credit for** if the course includes employability outcomes.
3. **Identify campus programs and initiatives that might implement the “Professional Preparation Survey”** as an institutional document to promote best practice and to align efforts across the curriculum, including student leadership and employment positions, programs in development such as an interdisciplinary major focused on helping students discern vocation currently in development by Ryan Hartwig and future programs to be developed by Dr. Annie Tsai’s team.

CLOSING REMARKS

The Service-Learning Faculty Fellows thank Dr. Mark Stanton and Dr. Judy Hutchinson for the opportunity to collaborate on this project that was challenging in its definitional framework to start and satisfying in its collegial experience and product in the end. As a team of researchers, we found it helpful to hear from the varied areas of campus we each represented. The professional programs are especially poised to gather and report institutional data around how the opportunities students have to engage in applied learning result in strong professional preparation for students. We also note that the key to connecting other constituents on campus to both report the good work they are already doing and to improve their employability instruction lies in a centralized person or office driving the needed cross-campus employability initiative. This person will need to focus on current employability research and drumming up the buy-in required to make explicit what all programs are doing to develop professional identities and skills for students. We look forward to any feedback or next steps the Office of the Provost may have as leadership takes stock of this Taskforce Initiative and Service-Learning Fellows research and offers insights as to how our recommendations and survey might fit into ongoing campus efforts.

Employability Project by Service-Learning Fellows At-A-Glance,
Including Best Practices and Traits for Experiential Learning (or Applied Learning)

DEFINING EXPERIENTIAL OR APPLIED LEARNING

Learning through action

On site/professional context

Applying classroom theory and content directly

Kolb: involvement, reflection, creates concepts from observation, and uses concepts to make decisions and solve problems

Working Definition for Experiential or Applied Learning:

Classroom assignments and instructional hours designated for application of course content where students engage in direct experience and praxis in a community context, field-work environment, apprenticeship opportunity, professional setting, or professional project.

Initial RQs

Students

What is the impact of the experiential learning experience on the student?

What was the quality of the experience for the student?

What was the effectiveness of the experiential learning for increasing your professional skills and identity?

Faculty

What was the effectiveness of the experiential learning in meeting your course SLOs?

Community Partner or Site Contact

What is the impact of the student engagement on the site?

What is the quality of student performance?

What was the quality of student connectedness to your site?

Employability Project by Service-Learning Fellows At-A-Glance,
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QUESTIONS WITHIN THE PROJECT

mainly: what are the research team's measurable indicators?

Students:

What impact on employability and professional skill-building do students perceive they gained during EL experience?

**in the end, survey focused on this question in order to reflect where the institution is in regard to employability initiatives/conversation and explicit development of employability SLOs and across the curriculum "touchpoints" for developing students' employability.*

Do students understand professionalism and are they looking for their professionalism to improve?

Are students making connections between Christian faith and the experiential learning work and experience? (Is this an explicitly articulated goal in each course and project the survey instrument would assess?)

Courses:

Did SLOs explicitly site employability or traits of it as a goal of the course? Were the SLOs met for the course?

Did our APU course (lower division experiential learning) and curriculum (upper division experiential learning) prepare students for this particular experiential learning experience?

At what depth are the varied experiential learning courses conducted: one assignment, unit of study, entire course?

Community Partners and Professional Sites:

What impact and quality of performance does the site report about APU students? What assessment instruments could apply to evaluate both individuals as well as perception of class of students during a given project or internship placement (number of students at sites varies)?

In what patterns or specific data points do we see areas in which students most perceive they need growth? In what patterns or specific data points do we see areas in which site supervisors or community partners report students need growth?

Institutional Data Gathering Questions

Can there be a baseline for this survey without employability SLOs in place in the studied courses?

Is our university data gathering regarding experiential learning and employability at a place where we could compare to other schools? What would APU need to do to gather this type of institutional data?

How might we compare students' perceptions with data reported by community partners in the future?

Employability Project by Service-Learning Fellows At-A-Glance,
Including Best Practices and Traits for Experiential Learning (or Applied Learning)

THEMES FOR EL BEST PRACTICES

Mutual expectations between prof.-student-site are established, possibly through contracts at start

Criteria for site selection are met (criteria = this list); Safe but challenging sites are provided

Handbook provided

Anticipatory goals and intentions are set/articulated by students and prof, possibly site contact

Students move from observations, to theories, to using theories to make decisions at the site/during experiential learning

Students address problems and problem-solve

Promotes good habits along the lines of certain dispositions (teachable, flexible, strategic thinker) and professional habits (dresses appropriately, on time, collaborates well, teachable, skilled at interacting with diverse others)

Offers opportunities to practice and test foundational knowledge, skills, and theories

Students encounter diverse others and cultures outside their own or campus culture; may have opportunity to reduce stereotypes through connection with others

Offers opportunities to understand the self in relationship to Others and to confront assumptions about people from groups that students do not personally identify with

Students are mentored or guided to be involved “fully, openly, and without bias” in this new experience and to do reflection from many perspectives

Students have the opportunity to skill-build along the lines of resume-building activities

Reflection happens throughout the experience

Students receive guidance throughout process on applying course concepts as well as receiving professional and interpersonal/emotional support, at the minimum at the start, midterm, and before end

Faculty conduct regular mediated discussions about the EL and “foster meaningful interaction with various facets of diversity” and allow students to voice their experiences and perspectives regarding any observed social injustices or reproductions of inequality (this gets into university values and “change maker” expectations at APU. These diversity values may need to be in place even if it invites a shift in types of placements and locations for some or many experiential learning experiences *see recommendations).

Faculty share models (projects) and exemplary outcomes (skill building) to show students samples of excellent results

Site partners are trained in mentoring students when the majority of the EL involves this type of facilitating of students

Students can articulate the goals and purposes of the community partner, business, or other site and relate their work and contributions to the site’s goals

Employability Project by Service-Learning Fellows At-A-Glance,
Including Best Practices and Traits for Experiential Learning (or Applied Learning)

THEMES FOR EMPLOYABILITY Italics indicate synthesized ideas from literature review on “what employers want” and others are drawn from evaluations already used across campus.

Demonstrates creative and critical thinking

Works successfully in a team

Demonstrates strong verbal and written skills

Demonstrates cross-cultural understanding and communication skills

Demonstrates a desire to learn; can research or find needed information

Adapts for ever-evolving work places and industries and for global business and contact

Better understands the worth of all people

Able to plan, organize and prioritize work

Demonstrates initiative, maturity, positivity, and dependability

Formulates and sets goals

Seeks and accepts feedback

Demonstrates awareness of personal strengths and challenges

Utilizes strong interpersonal skills: shows interest and enthusiasm, demonstrates good listening, develops good working relationships with others, demonstrates insights and adaptability

in interpersonal dynamics, learns from mistakes, demonstrates tolerance and self-regulation,

Obtains and processes needed information

Shows capacity to be supervised and collaborate

Promotes good habits along the lines of certain dispositions (teachable, flexible, strategic thinker) and professional habits (dresses appropriately, on time, collaborates well)

Skilled at reflective thinking and regularly reflects on her/his effectiveness in the EL project

Applies foundational skills for the field

Engages in professional development opportunities where available

Supports the mission and values of the site

Site Partner:

Site partner encourages sharing questions, ideas, and concerns

Site partner provides structure, direction, oversight and feedback

Site partner models the ethics and professional standards of the field

Site partner clarifies and reinforces high expectations for performance and professionalism

Site partner maintains an objective and supportive relationship

Employability Project by Service-Learning Fellows At-A-Glance,
Including Best Practices and Traits for Experiential Learning (or Applied Learning)

THEMES FOR EVALUATING STUDENTS EL PROJECTS AND ASSIGNMENTS OR, *how assessment should be done by faculty during the project*

Has a metric for progress and focuses evaluation on developmental markers

Asks for internal and external assessment, possibly students assessing themselves and each other

Includes pre and post questions to sensitize students, profs and site contacts to expectations, intentions, and goals

Includes faith-based assessment; Students can articulate how the Christian responsibility to positively impact community settings integrates into this EL

Values and does reflection well

Relates to specific SLOs for faith-integration and experiential learning to be adopted university-wide (recommendation from taskforce report p. 25 6A)

Student can articulate professional identity traits and standards of behavior and performance and/or can describe the skill-building experiences from EL that connect with the workplace

Integrative & Applied Experiences at APU

{Connecting ideas & experiences to new and complex situations within & beyond campus}

Service-Learning

Service-Learning experiences:

1. Combine classroom pedagogy with community action
2. Test and evaluate academic theories in real life settings
3. Engage in a positive, reciprocal relationship between APU and the community
4. Utilize faculty & community members as mentors in the service learning experience

Integrative Learning

Integrative Learning experiences:

1. Require integrating ideas/concepts from different courses
2. Synthesize connections among things learned inside & outside the classroom to deepen understanding
3. Apply skills, theories, and methodologies to solve or explore complex issues
4. Utilize course faculty to supervise integrative learning experiences

Internships & Applied Learning

Internships and Applied Learning experiences:

1. Provide a degree of supervision & self-study that enables a "learn by doing" approach
2. Provide professional work experiences
3. Ensure opportunities to self-reflect upon the learning experience
4. Utilize expert practitioners to mentor/precept students in professional and work place settings

Developmental Journey at APU

Study Abroad

University Service Credits
Portfolio Reflection (UG)

Academic Service-Learning

Practica

Clinicals

Lab Work

Studio Work

Guided Study

Student/Fac Research

Clinical Residency

Preceptorships

Traineeships

Off-campus

On-campus

Graduate Assistantships

Life-long Learning

Career Preparedness

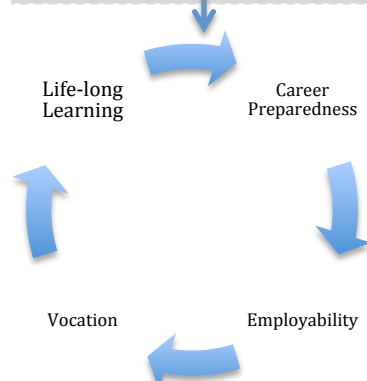
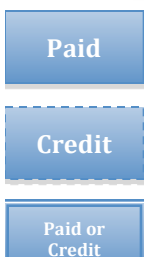
Vocation

Employability

Paid

Credit

Paid or Credit



DEFINITIONS

Service Learning: Service Learning is a teaching and learning method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content, with a focus on (a) connecting theory and practice, (b) critical reflective thinking, (c) personal and civic responsibility, (d) faith integration and (e) relationship to students' planned vocation (Center for Academic Service-Learning & Research, APU).

Integrative Learning: Integrative Learning is an educational strategy in which either part or all of the class objectives are learned by adapting and applying skills, abilities, theories, or methodologies gained in one course to new courses to solve more complex problems and explore new issues. When students are engaged in applied learning process, "they are discovering new knowledge in a sequenced, developmentally appropriate way to enable them to evaluate evidence critically, make informed judgments, and act ethically" (AACU, 2009).

Internships: Internships provide a location in which students can test out theories and methods learned in courses, but they also contribute rich material to students' academic experience that they can and should draw on in the context of their learning with faculty, staff, and peers (AAC&U).

Employability: Graduates' likeliness to successfully obtain positions in their chosen fields because of their knowledge, skills, and professional dispositions that demonstrate abilities such as to *think critically* and *creatively, communicate clearly, work in teams, and problem solve* in ever-evolving workplaces and industries.

Employers want employees who:

- Demonstrate *cross-cultural understanding and communication skills*
- Are able to *plan, organize, and prioritize work*
- Demonstrate *initiative, maturity, positivity, and dependability*
- *Formulate and set goals*
- *Seek and accept feedback*
- Demonstrate *awareness of personal strengths and challenges*
- Demonstrate *interpersonal skills*:
 - show interest and enthusiasm
 - demonstrate good listening
 - develop good working relationships with others
 - demonstrate insights and adaptability in interpersonal dynamics
 - learn from their mistakes
 - demonstrate tolerance and self-regulation

Employability is "a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (Yorke, 2004, *Employability in Higher Education: what it is - what it is not*, Higher Education Academy/ESECT).

Professional Preparation Survey
Lang, K. & Cox, M., (Draft for review)

Instructions

Your academic program is gathering information about out-of-the-classroom projects that develop students' professional identities and prepare students for employment. The information gathered will be used to evaluate the projects and programs, not individual student performance.

Please mark the option that indicates your response to the statements below. Please choose only one option from Strongly Agree to Strongly Disagree.

When responding to the questions, please consider your course assignments, discussions, and any teamwork related to the project, as well as your out-of-the-classroom and site visit experiences.

1. By the end of this project, I understood the goals or purpose of the community partner or business I worked with.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

2. During the project, I was able to contribute to this site partner's goals or purpose.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

3. During site visits, I chose to actively participate in the project.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

4. During site visits, I was enthusiastic about contributing to the site partners' goals and purpose.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

5. My experiences on site helped make me a good listener, even when peoples' opinions are different than mine.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

6. This project has prepared me to accept critical feedback from my supervisors.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

7. This project has taught me to seek answers to questions when I experience uncertainty.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

8. From participating in this project, I can identify personal strengths.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

9. From participating in this project, I can identify areas of needed personal growth.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

10. This project has provided the opportunity for me to encounter people of diverse populations different from my own.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

11. This project helped me realize that I prefer to work in settings in which I interact with people who are different than me.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

12. This project helped me develop my ability to respond to others with empathy, regardless of their backgrounds.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

13. This project has provided me with an awareness of global, societal issues.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

14. This project has given me the professional skills I need to help address community issues.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

15. Through this project, I was able to demonstrate initiative to complete tasks with minimal supervision.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

16. Through this project, I was able to demonstrate dependability to complete tasks with minimal supervision.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

17. After being a student in this course, I feel confident that I will be able to apply what I have learned to solve real problems.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

18. This project has encouraged me to seek out professional development opportunities.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

19. This project has prepared me to dress professionally in professional settings.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

20. This project has prepared me to be on time for work.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

21. I had opportunities during this project to receive feedback on my written communication.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

22. Because of this experience, I better understand how to formulate focused communication.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

23. My experiences during this project increased my confidence regarding how to engage in conversation with people in professional or community settings.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

24. During this project, I regularly reflected on my contributions through discussions with supervisor or professor.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

25. During this experience, I was successful at creating plans to complete tasks.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

26. During this experience, I had opportunities to use creativity in tasks or problem-solving.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

27. Because of this project, I have increased my confidence regarding how to find information I need to complete tasks.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

28. As a result of this project, I can articulate that I have a responsibility to positively impact my community through principles of faith.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

29. This project has taught me how my faith defines my perceptions about the discipline/profession.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

30. This project has taught me how I can apply principles of faith to professional issues.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

Demographic Questions

Gender

Female _____ Male _____

Ethnicity

Hispanic/Latino _____ Non Hispanic/Non Latino _____

Race

Black/African American _____ White _____ Asian _____

Native Hawaiian/Pacific Islander _____ American Indian/Alaska Native American _____ Biracial/Multiracial _____ (be specific)

Race/Ethnicity Unknown _____

Age

17-20 _____ 21-24 _____ 25-28 _____ 29-39 _____ 40-50 _____ 51+ _____

Major/Program of Study: _____

#5, #11, #12 adapted from Steinberg, K., Hatcher, J. A., & Bringle, R. G. (2011). A north star: Civic-minded graduate. *Michigan Journal of Community Service Learning*, 18(1), 19-33.

SURVEY FEEDBACK – pilot

Please note below any questions that did not particularly apply to your project.

Question numbers:

Please identify any questions or wording that were confusing or unknown to you and comment on what or why the question is unclear.

Question Number _____

Comment:

Question Number _____

Comment:

Question Number _____

Comment: