# Executive Summary

The University of Nebraska-Lincoln's Quality Initiative, "Implementing and Assessing the ACE 10 Outcome: Exploring Learning and Career Preparation within the Undergraduate Major," engaged the university in a two-year examination of the interconnections between required curriculum within UNL's Achievement-Centered general education program and support of UNL undergraduates' career exploration and development. From AY 2013-2015, over 100 faculty, staff, and department chairs participated in small groups, inquiry projects, and workshops to undertake the following: 1) Examine and assess the quality of learning represented by student work within Outcome 10 courses required for all undergraduates in UNL's Achievement-Centered Education (ACE) general education program and 2) Review professional literature and other institutions' best practices to develop university-wide recommendations that articulate how career development and preparation can be embedded within curriculum, advising, and mentoring structures.

In AY 13-14, 26 faculty selected by academic deans from UNL's eight undergraduate colleges met monthly to explore methods for assessing work produced in ACE 10 courses and participate in a collegial community around ACE 10 assessment to address the following questions:

- How does your analysis of collected student work from ACE 10 courses demonstrate that students are meeting the outcome?
- What does your analysis of students' work tell you about how students are prepared more generally within your degree program?
- What best practices and structures for ACE 10 assessment could be shared across units for the improvement of teaching and learning?

In AY 14-15, 42 faculty and staff engaged in monthly conversations about how curriculum, advising, and mentoring within each major prepares students for academic and career success. Each participant also worked in a small group to research and present on best practices on one of these topics: internships, curriculum, advising, or post-graduation outcomes. Driving questions included:

- What can we learn about how majors prepare students to meaningfully apply what they learned for their careers?
- What are the career preparation components of our curriculum, advising, and mentoring within each major?
- What best practices and structures for career exploration and development could be shared across units and what post-graduation outcomes could be used to measure institutional success in providing them?

Overall, UNL's Quality Initiative focused campus attention on the need for building more intentional, systematic, and transparent structures for facilitating undergraduates' career development within and outside of academic coursework. Specific outcomes included the following: **In AY 13-14**, faculty showcased assessment of student learning in ACE 10 courses via posters at the annual campus-wide research fair and identified a campus need for an assessment system that could collect, aggregate, and report data on shared rubrics for each ACE outcome. Such a system was purchased in June 2015 (TK20) and is being implemented this coming fall (2015) via faculty-led groups for each ACE outcome. **In AY 14-15**, participants created university-wide recommendations to enhance career development and collect post-graduation outcomes that were shared at an academic leaders' workshop and disseminated on the QI web-page. UNL implemented an online graduating senior survey to capture student employment post-graduation data and perceptions of academic experiences, distributed small grants to support departmental career activities, and created strategic plans to conduct a 5-year review of the ACE program and design and report institutional measures for undergraduates' career goal attainment.

# Scope and Impact of the Initiative

## 2. Quality Initiative Accomplishments in relation to Purposes and Goals

The purpose of UNL's Quality Initiative was to engage the university in a two-year examination of the interconnections between required curriculum within UNL's Achievement-Centered general education program and support of UNL undergraduates' career exploration and development. This purpose was accomplished via extensive participation by over 100 faculty, staff, and administrators in structured conversations and analysis of student learning within ACE 10 courses and students' experiences with career exploration and development within the undergraduate curriculum. The Quality Initiative focused attention to the importance of integrating career development within undergraduate majors and provided models to departments and colleges for how to do so in ways that respect the diversity and range of UNL undergraduates' academic experiences. Moreover, these conversations stimulated a series of recommendations and actions related to 1) streamlining assessment processes for improved student learning, 2) developing better data collection around students' career development experiences (e.g. internships) and post-graduation outcomes, and 3) improving university structures and processes for integrating career development intentionally and systematically into all undergraduate programs. The key accomplishment of UNL's Quality Initiative is that it has sponsored multiple campus-wide, ongoing actions that are currently being carried out to improve and enhance all undergraduates' experiences with career preparation.
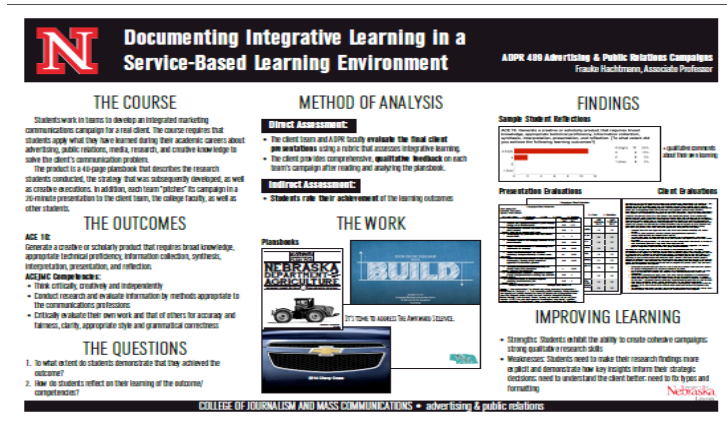
## 3. Initiative Impact (i.e. changes in processes, policies, technology, curricula, student learning and success).

Overall, UNL's Quality Initiative stimulated a number of changes in institutional policies and structures focused on supporting assessment in undergraduate degree programs and the ACE general education program as well as actions related to promoting undergraduate career preparation. The following changes are described as they relate to the specific academic year project:

### ACE 10 Faculty Inquiry Project (AY 13-14)

The focus of the AY 13-14 faculty inquiry project was to promote conversations about assessment practices for ACE 10 courses, examine the quality of student work produced in the courses in relation to faculty expectations and consider the role that career exploration and preparation was playing (if any) in ACE 10 curriculum (see syllabus in appendix A). In particular, a primary goal was to support faculty as they developed their ACE 10 assessment reports (which were turned in the following November) and to initiate faculty feedback into how the overall ACE program assessment system was working, particularly given the fact that UNL's five-year review of the entire ACE program was scheduled for AY 2015-16.

A first impact was **documenting and making visible the student learning** occurring in ACE 10 courses. To do so, we supported faculty in creating and sharing posters with analysis of their students' learning in ACE 10 courses at the undergraduate research fair. Below is an example of posters that were produced and shared (see http://ace.unl.edu/assessment/ACE10project for all posters).

In addition to being displayed at the fair, these posters are also represented on UNL's ACE website and the Quality Initiative website. The findings represented in these posters were also "cycled back" into individual department discussions about ACE 10 courses, which informed discussions regarding undergraduate major assessment. Departments assess student learning within all 150 UNL undergraduate majors on a biennial basis. Since the biennial reports were due the following year, departments were able to use the findings from their faculty members' analysis of ACE courses to inform their broader assessment of their overall undergraduate majors. A brochure was also developed and distributed to over 1,300 UNL faculty titled "Learning from ACE Assessment: 2014 Update" (appendix B). This brochure spotlights how faculty have used ACE assessment to support improvements in teaching and learning.

A second impact was the **development of integrated assessment processes** for ACE 10 and undergraduate program review. Because scheduled assessment reports for the ACE 10 courses and the undergraduate programs happened to fall within the same year, the Office of Academic Affairs proposed a streamlined process whereby departments could use their reports for ACE 10 courses as the basis of their undergraduate program reporting. This new process, approved by the Academic Scheduling and Planning Advisory Group, was implemented in the fall of 2014 and enabled departments to satisfy assessment requirements with one report, thereby eliminating duplicated effort.

A third impact was the decision to **purchase and implement a campus-wide commercial assessment solution** to support assessment processes for the ACE program and UNL's 150 undergraduate academic majors. During AY 13-14, much of the assessment discussion focused on the feasibility of developing a shared rubric for assessing student work produced in ACE 10 courses. As an outgrowth of this document, a proposal was developed **to create and pilot standardized assessment rubrics** for each ACE outcome. This proposal was vetted by UNL's ACE Sub Curriculum Committee, the University-Wide Assessment Committee, the Academic Scheduling and Policies Planning Advisory Group, and the Executive Committee of the Faculty Senate. Following positive feedback to this proposal, the Office of Academic Affairs developed a request for proposals to bring vendors to campus to demonstrate assessment technologies that would support faculty in using, reporting, and aggregating results from such rubrics. During AY 14-15, four vendors were brought to campus to provide demonstrations and a contract was signed in June 2015 to purchase a system from TK20. The Office of Undergraduate Education Programs is currently identifying faculty across the academic colleges who will serve on one of ten rubric-development subcommittees (one for each outcome) during fall 2015. These subcommittees will respond to draft rubrics inspired by the AAC&U Value rubrics project that have been modified to address UNL's ACE outcomes. These rubrics will then be piloted in the new TK20 system during the AY 16-17 year for department assessment of ACE outcomes 1, 2, and 3.

**Career Development Project (AY 14-15)**

The Career Development Project in the second year of UNL's Quality Initiative also led to substantive changes in policies and practices related to the intersection of undergraduate learning and career exploration and development (see syllabus at appendix C). These conversations focused on four sub areas: curriculum, advising, internships, and post-graduation outcomes. From September through December of 2014, the 42 faculty and staff participants met monthly to read and discuss literature about career development and to **develop the document "UNL Principles for Connecting Undergraduate Learning with Career Preparation"** (appendix D). This document outlines common principles that participants felt all undergraduates should experience with regarding to connecting their coursework with co-curricular and career experiences to help them attain personal and life goals.

The faculty and staff participants were then subdivided into eight groups, two groups for each sub area.  Between the monthly meetings, the area groups met (physically and online) to share their research regarding best practices for supporting career exploration and development in that area.  In January, each group presented a set of recommendations for improving the integration of career development within UNL undergraduates' academic careers. The entire group then streamlined these **recommendations into the document, "Exploring Learning and Career Preparation within the Undergraduate Major**" (appendix E) that was distributed at the chairs and directors workshop (appendix F).

One particular recommendation focused on **making career and placement data more visible** to students with tabs in the Undergraduate Bulletin. Sample templates for such tabs included job and graduate school placement, internships, transferable skills, and professional organizations (appendix G). This recommendation will be followed up in AY 15-16 via discussions with the Director of Undergraduate Education Programs and the University Registrar's office regarding processes for developing and maintaining this type of career information in the Bulletin. Another outcome was the development of the "Department Checklist for Career Development," that was distributed to chairs and directors and posted to the Quality Initiative website.

Another significant outcome was the **re-development of an online graduating senior survey** that collects information regarding students' career placement or graduation outcomes and their perceptions of their academic experiences (appendix H) via UNL's student information system. The existing survey was revised over the course of two years and is being piloted in the online version with the August 2015 graduating class. While we do not yet have results from this survey (since students are currently taking it), initial response rates show a high participation rate and we look forward to analyzing and using the data to improve students' academic and career development experiences. Moreover, Career Services is also acting upon the recommendation to explore processes for collecting longer term career outcomes for UNL graduates (for instance, at a three or five-year post-graduation date).

A final outcome was the distribution of grants of $2,000 to departments which participated in the project and/or attended the administrators' workshop where project findings were disseminated. These funds are being used to seed department initiatives that integrate undergraduate curriculum and career exploration and development activities (see section seven for more details).

## 4. **Tools, data, or other information from the initiative.**

In addition to the creation of tools and documents described in section two, the Office of Academic Affairs surveyed participants about their experiences with the two projects. A post-survey of the ACE 10 Faculty Inquiry AY 13-14 participants showed that faculty benefitted from the project.

Below are percentages of faculty participants who agreed or strongly agreed with the following statements:

86.7%   I explored methods and tools for assessing work produced in ACE 10 courses

100%    I developed a collegial community for sharing ideas about ACE 10 curriculum and assessment

80%     I learned about AACU's VALUE rubrics for assessing student learning

86.7%   I learned strategies to connect ACE 10 assessment to department curricular discussions

86.7%   I developed a process for creating my unit's ACE 10 assessment report.

93.3%   I found my participation in the ACE 10 Project a valuable experience

93.3%   I would recommend a similar ACE-focused project to my colleagues.

Overall, faculty commented most positively on the opportunity to share insights with colleagues about assessment. In response to the question "What did you find most useful about your participation in this project," one wrote "Hearing about other ACE 10 courses across campus and talking with faculty about their strategies for delivering and assessing them. Learning more about assessment tools. Generally, getting some inspiration to make improvements to my ACE 10 course." Another responded "Meeting and listening to faculty from diverse programs and their approaches to ACE 10 assessment."

The lowest faculty agreement was in regard to the statement, "I learned strategies for sharing ACE 10 assessment insights with colleagues in my department" with only 53.3% agreeing or strongly agreeing and 46.7% as "neither agree nor disagree." One wrote "My department doesn't use ACE 10 assessment information to make curricular decisions, so quite a lot of that discussion was not as relevant to me." Low levels of faculty interest in ACE assessment were often cited as an issue within departments. As one participant noted, "It would have been helpful if my own department were more interested in ACE-related issues. I fully realize that this is something beyond the control of the project organizers. The project itself was well-organized, timely, and worthwhile." These responses pointed to the need for ongoing work with departments regarding the value of ACE assessment for supporting students' learning.

Evaluations from participants in the AY 14-15 project were also positive, with participants agreeing or strongly agreeing with the below statements:

80%     I learned about guiding principles for supporting undergraduates' career exploration and development.

84%     I learned about other institutions' approaches for supporting undergraduate career exploration and development.

100%    I developed a network of colleagues at this institution for sharing ideas about undergraduates' career exploration and development.

80%     I found my participation in the HLC Career Exploration and Development program a valuable experience.

Some of the lowest participant agreements were in regards to the statements "I learned about best practices for integrating career exploration and development into undergraduate academic advising," with 68% agreement, and "I learned how to sponsor conversation on integrating undergraduate learning with career exploration and development in my department, program, and/or college" with only 60%

agreement. While participants found the project valuable to their own learning, they were still unsure about how to cycle back such learning to their departmental colleagues. Moving beyond individual faculty and staff expertise to impacting department and program-level conversations around assessment and career development remains an ongoing university-wide challenge. In response, the Director of Undergraduate Education Programs will coordinate faculty groups in fall 2015 to develop rubrics for each ACE outcome to be piloted in a new online assessment system (see details in section 7). It is hoped that this new system will streamline assessment burdens, make assessment processes more transparent, and enable departments to use assessment findings more easily for improved teaching and learning.

5. **Challenges and opportunities encountered in implementing the initiative.**

One challenge with any campus initiative is engaging faculty and staff in extra work when they are already fully employed with their research, teaching, and program responsibilities. Each of the projects entailed monthly meetings of 90 minutes, and scheduling such meetings to ensure attendance was especially challenging. While faculty attendance was consistently high for the AY 13-14 project, attendance in the AY 14-15 tended to fluctuate more widely, particularly with the professional staff. Oftentimes staff found themselves called away at the last minute, resulting in "substitutes" from their office being sent instead. The lack of stability in attendance hindered community building across the group and made it difficult to sustain momentum from meeting to meeting, particularly when discussions assumed prior knowledge about literature we had read and discussed in previous meetings.

As noted in section four, one of the biggest challenges in implementing this particular initiative was challenging faculty attitudes about the value of assessment for improving teaching and learning. Departments that rely on only one or two faculty to conduct assessment are less inclined to provide space for conversations about how assessment can inform broader conversations about curriculum and student learning. So while the project participants were interested and enthusiastic about learning strategies for assessing student learning in their own courses, some felt less supported in sharing these insights with their department colleagues. Since UNL's ACE program is predicated on the importance of assessing student learning outcomes for the ongoing enhancement of student learning within departments, this challenge remains an issue for ACE administrators to address.

A challenge for the AY 14-15 project was in identifying the key areas for campus-level (as opposed to college or department-level) improvement around undergraduate career preparation. The four sub areas of curriculum, advising, internships, and post-graduation outcomes provided some direction for the group in terms of researching best practices. However, the boundaries between these categories were often blurry, resulting in duplicated and overlapping recommendations from the project groups. Overall, though, this group developed a comprehensive set of recommendations that continue to be acted upon. Moreover, the issues that surfaced around "central" vs. "college" ownership around career development have led to conversation about potentially restructuring the office of Career Services in a transformative way (see section seven for more details).

# Commitment to and Engagement in the Quality Initiative

6. **Individuals and Groups Involved**

UNL's Quality Initiative involved over 100 faculty, staff, and academic leaders across all eight undergraduate academic colleges in project meetings, workshops, and forums during academic years 2013-2015. In addition, the recommendations developed from the year one and year two groups were

disseminated to other UNL groups---such as the Academic Deans' Council, the University-Wide Assessment Committee, and the Undergraduate Curriculum Committee—for discussion and decision-making. As can be seen from the below tables, participants represented a wide array of departmental and disciplinary affiliations as well as academic support programs in the AY 14-15 project.

**Year One Participants in Faculty Inquiry Project for ACE 10 Outcome**

| Name | Department | College |
|---|---|---|
| David Karle | Architecture | Architecture |
| Sara Baker | Communication Studies | Arts and Sciences |
| Cal Garbin | Psychology | Arts and Sciences |
| Beth Theiss-Morse | Political Science | Arts and Sciences |
| Petronela Radu | Mathematics | Arts and Sciences |
| Dave Gosselin | Environmental Sciences | Arts and Sciences |
| Melissa Homestead | English | Arts and Sciences |
| Ron Lee | Communication Studies | Arts and Sciences |
| Mark Griep | Chemistry | Arts and Sciences |
| Ed Harris | Biochemistry | Agricultural & Natural Resources |
| Alan Baquet | Golf Management | Agricultural & Natural Resources |
| Tom Weissling | Entomology | Agricultural & Natural Resources |
| Dave Lambe | Agronomy & Horticulture | Agricultural & Natural Resources |
| Emie Yiannaka | Agricultural Economics | Agricultural & Natural Resources |
| Sue Vagts | Finance | Business Administration |
| Scott Fuess | Economics | Business Administration |
| Jifeng Yu | Management | Business Administration |
| Guy Trainin | Teaching, Learning, Teacher Education | Education and Human Sciences |
| Sue Kemp | Special Ed. & Comm. Disorders | Education and Human Sciences |
| Linda Young | Nutrition & Health Sciences | Education and Human Sciences |
| Yasar Demirel | Chemical Engineering | Engineering |
| Sohrab Asgarpoor | Electrical & Computer Engineering | Engineering |
| Christopher Marks | Music | Fine and Performing Arts |
| Jerry Renaud | Journalism | Journalism & Mass Communications |
| Frauke Hachtmann | Advertising & Public Relations | Journalism & Mass Communications |
| Amy Goodburn | English | Academic Affairs |

| Nancy Mitchell | Advertising & Public Relations | Journalism & Mass Communications |
|---|---|---|

### Year Two Participants in Career Exploration and Development Project

| Name & Title | Unit | College |
|---|---|---|
| Bill Watts, Dir. of Advising and Career Services | Career Services | Academic Affairs |
| Chris Timm, Assoc. Dir. Student Experience | Career Services | Academic Affairs |
| Andrea McClintic, Assoc. Dir. Employer Relations | Career Services | Academic Affairs |
| Emily Wilber, Assistant Dir Peer Career Education | Career Services | Academic Affairs |
| Tom Allison, Senior Career Counselor | Career Services | Academic Affairs |
| Jaci Gustafson, Coordinator Pre-Profess. Advising | Explore Center | Academic Affairs |
| Amy Goodburn, Associate Vice Chancellor | Academic Affairs | Academic Affairs |
| Gary Meers, Professor | Spec. Ed & Comm. | Education & Human Sciences |
| Marilyn Schnepf, Professor | Nutrition | Education & Human Sciences |
| Sherri Jones, Department Chair | Spec. Ed & Comm. | Education & Human Sciences |
| AnnMarie Gottner, Director of Advising | CEHS Advising | Education & Human Sciences |
| Deepak Keshwani, Associate Professor | Bio Systems Eng. | Engineering |
| Ben Heinisch, Advisor | Forensic Science | Agri. & Natural Resources |
| Julie Obermeyer, Career Specialist | ANR Advising | Agri. & Natural Resources |
| Mark Burbach, Geoscientist | Natural Resources | Agri. & Natural Resources |
| Betsy Gabb, Professor | Interior Design | Architecture |
| Stephanie Kuenning, Advisor | Architecture | Architecture |
| Sharon Teo-Gooding, Associate Professor | Theatre & Film | Fine & Performing Arts |
| Ann Chang, Associate Professor | School of Music | Fine & Performing Arts |
| Christy Aggens, Advisor | Art & Art History | Fine & Performing Arts |
| Stacy Dam, Advisor | Journalism | Journalism & Mass Comm. |
| Mike Goff, Professor of Practice | Advertising & PR | Journalism & Mass Comm. |
| Sue Bullard, Associate Professor | News Editorial | Journalism & Mass Comm. |
| Mary Kay Quinlan | News Editorial | Journalism & Mass Comm. |
| Cal Garbin, Professor | Psychology | Arts and Sciences |
| Regina Werum, Professor | Sociology | Arts and Sciences |
| Christina Fielder, Director of Advising | A&S Advising | Arts and Sciences |

| | | |
|---|---|---|
| Mariah Schuemann, Director | Global Studies | Arts and Sciences |
| Deborah Bathke, Assistant Professor of Practice | Earth & Atmos. Sci. | Arts and Sciences |
| Tom Lynch, Associate Professor | English | Arts and Sciences |
| Diana Pilson, Associate Dean | Dean's Office | Arts and Sciences |
| Jeannine Berge, Assoc. Dir. Employer Experience | Career Services | Business Administration |
| Katie Sewell, Career Coach | Career Services | Business Administration |
| Debra Cosgrove, Associate Professor of Practice | Accountancy | Business Administration |
| Sue Vagts, Director | Actuarial Science | Business Administration |
| Scott Swenseth, Associate Professor | Agricultural Econ. | Business Administration N |
| Mike Loehring, Senior Director Student Services | Dean's Office | Engineering |
| Karen Stelling, Professor of Practice | Mech. & Materials | Engineering |
| David Jones, Associate Dean | Dean's Office | Engineering |
| Lark Bear, Coordinator Career Develop & Advising | Dean's Office | Engineering |

## Administrative Participants in Undergraduate Career Preparation Workshop

| Administrator | Department | College |
|---|---|---|
| Rolando Flores | Food Science and Technology | Education and Human Sciences |
| James Garza | History and Ethnic Studies | Arts and Sciences |
| Robert Gorman | Classics & Religious Studies | Arts and Sciences |
| Frauke Hachtmann | Advertising and Public Relations | Journalism and Mass Communications |
| Rose Holz | Women's and Gender Studies | Arts and Sciences |
| Jerry Hudgins | Electrical & Computer Eng. | Engineering |
| Dann Husmann | CASNR Dean's Office | Agricultural and Natural Resources |
| Sherri Jones | Special Ed. & Comm. Disorders | Education and Human Sciences |
| Kelly Brunetto | Modern Languages and Literatures | Arts and Sciences |
| Amy Goodburn | Academic Affairs | Academic Affairs |
| John Markwell | Biochemistry | Agricultural and Natural Resources |
| Tom Marley | Mathematics | Arts and Sciences |
| Charlene Maxey-Harris | University Libraries | University Libraries |
| Debbie Minter | A&S Dean's Office | Arts and Sciences |
| Nancy Mitchell | Undergraduate Education Programs | Academic Affairs |
| Kelly Payne | English | Arts and Sciences |

| | | |
|---|---|---|
| Peter Pinnell | Art and Art History | Fine and Performing Arts |
| Don Reynolds | Veterinary Medicine and Biomedical | Agricultural and Natural Resources |
| John Richmond | Music | Fine and Performing Arts |
| Mark Riley | Biological Systems Engineering | Engineering |
| Lawrence Scharmann | Teaching, Learning, Teacher Ed. | Education and Human Sciences |
| Mindi Searls | Earth and Atmospheric Sciences | Arts and Sciences |
| Jeffrey Shield | Mechanical and Materials Engineering | Engineering |
| Anne Streich | Agronomy and Horticulture | Agricultural and Natural Resources |
| John Thorp | Engineering | Engineering |
| Chris Timm | Career Services | Career Services |
| Larry Van Tassell | Agricultural Economics | Agricultural and Natural Resources |
| LuAnn Wandsnider | Anthropology | Arts and Sciences |
| Bill Watts | Career Services | Career Services |
| Ellen Weissinger | Academic Affairs | Academic Affairs |
| Judith Wolfe | University Libraries | University Libraries |

## Perceptions of Worth and Impact

7. **Describe the most important points learned by those involved in the initiative.**

The AY 13-14 Faculty Inquiry project led to the following lessons learned:
- Developing communities of practice among the faculty across disciplines helped exchange new ideas about assessment for implementation in their own departments.
- Faculty expertise and understanding of assessment practices varied widely. The project offered a good way to help educate each other in a respectful setting and expanded the notion of leadership of assessment to include faculty leaders as well as administrators.
- Follow-up analysis indicated that faculty had a better understanding of the many uses for assessment data to improve student learning as well as helping them understand the connection to institutional and professional accreditation efforts.
- Faculty expressed a desire for standardized and simplified assessment tools that could streamline their workload and provide more information about how their students' learning compared to students in other ACE courses across the university.

The AY 14-15 Career Development project led to the following lessons learned:
- Career exploration and development opportunities vary quite dramatically in quantity and quality across the 150 undergraduate majors. While some programs have intentionally structured experiences, such as required internships or courses that attend to such issues, most do not.
- Few departments or programs have an identified "point person" or contact for undergraduate career development and there is no university group charged with connecting these contacts to

Career Services professionals. This absence leads to uneven efforts in supporting the integration of students' academic programs to career development activities.
- The university needs to develop more integrated systems for collecting and reporting data around students' participation with career development activities (i.e. internships, curriculum, etc.) and post-graduation outcomes, particularly beyond students' graduation year.
- Multiple models for career development exist at the campus and college level, leading to some duplication of efforts and confusion about how students should best access resources to support their career development needs.

# Resource Provision

8. **Explain human, financial, and technological resources that supported the initiative.**

## Human

As described in question 5, over 100 UNL faculty, staff, and academic leaders participated in the Quality Initiative. In AY 13-14, Dr. Amy Goodburn, Associate Vice Chancellor for Academic Affairs, and Dr. Nancy Mitchell, Director of Undergraduate Education Programs, co-facilitated the ACE 10 Inquiry Project.  In AY 14-15, Dr. Goodburn and Bill Watts, Director of University Advising and Career Services co-facilitated the Career Exploration and Development project and the administrators' workshop. Dr. Goodburn developed the initial QI proposal and drafted the summary QI report.

Others involved behind the scenes included Vanessa Roof, Institutional Retention and Assessment Analyst, who led the development of the online graduating senior survey; Keith Shelley, the web designer who created UNL's Reaffirmation of Accreditation website, including the QI page; Steve Booton, Assistant Director of the University Registrar Office, who created the electronic forms for the student information system that are utilized for the graduating senior survey; Heath Tuttle, Director of Learning Technologies, who created Blackboard groups for project participants, and Suzi Tamerius, project manager in the SVCAA's office who organized logistics for all project meetings and the workshop. In sum, UNL dedicated significant human resources for the successful implementation of this initiative.

## Financial

UNL's Office of the Senior Vice Chancellor for Academic Affairs committed financial resources for both year-long projects and for the administrators' workshop, including faculty participant stipends of $500 for the year one project, materials and technological assistance for producing the posters, materials and food for the administrators' workshop, and $2,000 grants for seven departments to support undergraduate career development activities.

## Technological

Technological resources dedicated to the project included the following:
- Developing the webpage that describes UNL's Quality Initiative
  http://svcaa.unl.edu/accreditation/reaffirm-2016/quality-initiative

- Creating the online graduating senior survey in collaboration with the offices of the University Registrar, Information Technology, and Career Services.

# Plans for the Future

9. **Describe plans for ongoing work related to or as a result of the initiative.**

The recommendations and action plans developed from the work of UNL's Quality Initiative are framing several follow-up initiatives. As described in section two, the Office of Academic Affairs purchased the assessment solution TK20 in July 2015 and plans to use it on a university-wide basis for ACE and undergraduate program assessment. The Director of Undergraduate Education Programs, Dr. Nancy Mitchell, is organizing ten subcommittees, one for each ACE outcome, in fall of 2015. These subcommittees will be charged with developing a standard assessment rubric for each outcome to be piloted by departments within the TK20 system. Developing standard assessment rubrics will enable colleges to "roll up" ACE reporting from their individual departments as well as provide aggregated data across colleges to the Office of Academic Affairs. In addition to streamlining assessment processes to relieve departmental burdens, these standardized rubrics should provide more meaningful data on student performance in ACE courses across the university, enabling more focused attention to improving teaching and learning within UNL's general education program. As described in section four, while faculty participants were overwhelmingly positive about their experiences within the year one project, they often noted department resistance to ACE assessment and limited opportunities to integrate what they were learning from ACE assessment into departmental discussions or curricular reform. Providing departments with tools that reduce assessment workload and provide opportunities for conversations about results across courses and departments should begin to address some of these concerns.

One of the most immediate follow-up actions entailed the dissemination of small grants of $2,000 to seven departments in order to further seed efforts to connect undergraduate education with career development activities. These grants are being used in a variety of ways. For instance, the College of Business Administration plans to hold a college open house showcasing engagement activities for students. The Institute for Ethnic Studies will support student internships around social justice work. The Department of Teaching, Learning, and Teacher Education is developing an introductory secondary education course that explores teaching as a career, and the College of Education and Human Sciences is supporting academic advisors' participation in career coaching training. These departments will provide follow-up reports on their efforts in July 2016.

With respect to sponsoring more intentional career development for undergraduates, the Office of Career Services is initiating several different actions. First, Career Services is developing a University-Wide Best Practices in Career Development Committee that will convene in October of 2015. This group, proposed as one of the recommendations described in appendix E, is designed to provide consistent communication structures between department and college representatives and Career Services professionals and to continue developing university-wide recommendations and policies around career development. Second, in fall 2015 Career Services will conduct a survey of all majors and programs to collect data about how career development is incorporated within the curriculum. Third, Career Services, in partnership with the Office of Academic Affairs and Information Technology Services, will begin building a system for collecting data about undergraduates' participation in internships. Given the increasing importance of internships to students' preparation and career placement opportunities, systematically tracking students' participation in internships has emerged as a university priority. This system will align with processes currently being redeveloped for collecting post-graduation outcomes (see appendix H).

A final plan resulting from UNL's Quality Initiative is to review the current structure of the Office of Career Services in relation to academic colleges. In 2013 Career Services was moved from the office of

Student Affairs to the Office of Academic Affairs in recognition of the increasing importance of career development within students' academic experiences. Currently Career Services employs a hybrid model for service delivery with employer relations, job posting boards, and career fairs managed centrally. Career counseling/advising/coaching is provided centrally with some academic colleges supplementing those services and supporting employer relations at the college level. For instance, the College of Business Administration employs its own staff of career counselors and employer relations staff who collaborate with the centralized Career Services office. The College of Arts and Sciences Advising Office recently hired a staff member who is partially focused on career exploration and preparation to better connect academic advising with career-focused conversations. Due to these recent staffing and structural decisions around career development at the college level, the AY 14-15 project surfaced many questions about how and where to house undergraduate career development opportunities for optimal impact. The Director of Advising and Career Services plans to sponsor ongoing discussion about how best to utilize Career Services staff to increasingly support the integration of career exploration and development within academic programs, including the possible reorganization and deployment of staff within colleges rather than the centralized Career Services office. Overall, UNL is energized and mobilized to continue initiatives focused on supporting and enhancing the integration of undergraduates' academic and career preparation experiences.

10. **Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.**

The appendices include several documents that were created from UNL's Quality Initiative that other institutions might find useful in sponsoring conversations about how to support career development within undergraduate curriculum more intentionally and systematically. We are happy to share this report and accompanying materials with any interested institutions.

## Appendices
A.     Syllabus for project meetings AY 13-14
B.     Learning from ACE Assessment: 2014 Update
C.     Syllabus for project meetings AY 14-15
D.     UNL Principles for Connecting Undergraduate Learning with Career Preparation
E.     "Exploring Learning and Career Preparation within the Undergraduate Major"
F.     Academic Leaders Workshop Agenda
G.     Templates for Undergraduate Bulletin career information tabs
H.     Online graduating senior survey on career/employment and UNL academic experiences

**Nancy Mitchell and Amy Goodburn**
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## Syllabus for ACE 10 Program Meetings

All meetings on Fridays from 2-3:30 pm (Rooms will change--see daily schedule)

**What is the ACE 10 Faculty Inquiry Program?**
This program is designed to help you
- Explore methods and tools for assessing work produced in ACE 10 courses
- Develop a collegial community who can share ideas about ACE 10 curriculum and assessment
- Sponsor conversation on connecting ACE 10 assessment to department's major curriculum
- Develop a useful process for creating your unit's ACE 10 assessment report

**Why Focus on ACE 10?**
　　　　This project aims to engage faculty in intentional and focused conversations about how they are implementing and assessing student learning in ACE 10 courses and encourage shared best practices across departments and disciplines. Often described as the "capstone" or "integrative" ACE course, ACE 10 asks student to "Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."  Since ACE 10 courses count for both a general education requirement and the culminating capstone experience within a student's degree program, student work produced in ACE 10 courses can serve as a broad indicator of how students are achieving learning outcomes within the major. Because ACE 10 courses offer a window into student learning within both general education and major programs, academic deans and senior administration have proposed the topic "Enacting and Assessing ACE 10 courses" for UNL's institutional HLC accreditation Quality Initiative Project.

　　　　The current ACE assessment process requires faculty and departments to collect and assess samples of ACE student work to inform programmatic discussions on how students are achieving particular outcomes.  In the fall of 2014, ACE 10 outcome assessments are due to be reported on the five-year cycle to the University Curriculum Committee and University-Wide Assessment Committee. Since all undergraduate degree programs offer an ACE 10 course, over 60 departments or units will be reporting on student learning within ACE 10 courses. This project is designed to support faculty in preparation for this reporting cycle. Through this year's project, faculty will have the opportunity to identify and share best practices for assessing ACE 10 courses and explore what undergraduate integrative learning looks like across the UNL campus.

**Materials**
You will receive two books: Barbara Walvoord's *Assessment Clear and Simple* and the AACU guide *Assessing Outcomes and Improving Achievement* edited by Terrel Rhodes. You also have been enrolled into a Blackboard Organization titled ACE 10 Impact Project. This syllabus and readings for this program are housed on this site. If you find materials or readings that you feel would be of interest to others, feel free to post them. Later in the year, you will upload a few samples of student work to share.

**Survey**
You will be asked to take a brief survey about your experiences with and attitudes toward assessment via your Blackboard account. This survey will take approximately 20 minutes to complete.

Guiding Themes
- What are we asking students to do for their scholarly and/or creative projects in ACE 10 courses?
- What can we learn from one another and as an institution from sharing our experiences with developing and teaching ACE 10 courses?

Introduction to Goals of the Project

Introductions to One Another
- Name, department, ACE 10 course you teach

Small groups
- By the end of the semester, I want students to be able to show or do _____, _____, and _____ in my ACE 10 course.
- Sharing of goals in small groups

Discussion on ACE 10 Outcome and Integrative Learning

ACE 10: Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

- What does integrated learning look like in your discipline? Across the disciplines in your group?
- How can disciplinary/program assessments inform institutional assessment and vice versa?

Wrap Up

Readings for October 11th meeting
- Chapter one from *Assessment Clear and Simple* (pages 1-26)
- "A Statement on Integrative Learning" (1 page)
- "AAHE Principles of Good Practice for Assessing Student Learning" (2 pages)

Optional: Bring an example of a tool or instrument (if you have one) that your program/department is currently using to facilitate assessment of students' scholarly and/or creative work in ACE 10 courses.

**October 11th, Room 202, Gaughan Multicultural Center**
**Integrative Learning and ACE 10 Courses**

Guiding Themes
- What does integrative learning look like in ACE 10 courses? How do we know it when we see it?
- What challenges do you face as an instructor in sponsoring integrative learning?
- How do we assess integrative learning? Are there tensions between assessing at a disciplinary or departmental level vs. an institutional level?

Discussion Questions on Readings
- What questions or issues did Walvoord's chapter or the AAHE "Principles of Good Practice for Assessing Student Learning" raise for you in thinking about ACE 10 assessment processes?

Small Groups
- What do you collect or observe that helps you to know whether your students are engaging in integrative learning within your ACE 10 course(s)?
- What method, tools, or instruments do you use to help measure student performance in ACE 10 courses? (Share examples if you've brought them)

Group Discussion
- How can we know as an institution how students across the campus are performing on scholarly/creative projects in ACE courses?
- What can we say as a campus about our students' integrative learning?

Readings for November 8th meeting:
- "Developing a Process for Assessing General Education Learning Outcomes across a Multicollege University" (on Blackboard site)
- Pages 1-3 and 9-13 from *Assessing Outcomes and Improving Student Achievement*
- Skim through the sample VALUE Rubrics in *Assessing Outcomes*

| November 8, Georgian Room, City Union |
| :-- |
| Developing Rubrics to Sponsor Institutional Discussions about Learning |

Guiding Themes
- Why are institutions turning to rubrics to assess student learning outcomes?
- What are different types of rubrics (analytic vs. holistic).
- What are the AACU Leap Value Rubrics and how might they be useful for thinking about how to assess ACE 10 courses?

Guest Speaker
Dr. Shari Stenberg (Department of English) will describe her experiences and answer questions about facilitating cross-college conversations through co-developing a shared rubric for ACE 1 courses.

Brief Introduction to rubrics

Small Group discussion of draft rubric
- What categories do you value most in assessing your students' creative and/or scholarly projects? Why?
- What do you think about the framing or definitional language within the particular categories? What are the strengths? Limitations?
- Which categories do you find most useful in sponsoring conversation about discussing and evaluating student learning across ACE 10 courses?

Group Discussion

Readings for January meeting:
- Chapter three (pages 59-79) from *Assessment Clear and Simple*
- Bring two copies of an assignment focused on scholarly and/or creative work from your ACE 10 course and copies of three students' work produced for the assignment that you feel represents a range of performance levels.

### January 10ᵗʰ, Heritage Room, City Union
### Learning from Our Students' Performance

Guiding Themes
- What can we learn from sharing and discussing students' scholarly and/or creative work produced in ACE 10 courses
- What performance levels can we identify for student learning in ACE 10 courses?
- How can we share and use what we learn from assessment discussions with colleagues in our programs/departments?

Small Groups
Each member should share the assignment prompt and copies of student work (20 minutes for each person). After all of the student work has been reviewed, discuss the following questions:
- With regard to the categories listed on the rubric, what observations can you make about student performance on the ACE 10 work? Does the student work reflect some categories of the rubric more than others (e.g. broad knowledge, technical proficiency, synthesis, etc.)?
- Is the rubric useful in guiding your reading of students' work? Why or why not?
- Are there areas that the rubric fails to capture about the students' work that you feel are important to note? What are they?

Group Discussion (30 minutes):
- Sharing out discussions from small groups
- Was there value in using a common rubric to sponsor discussion across the student work?

Individual Questions to Reflect Upon
- Are you satisfied as an instructor with your students' learning in your ACE 10 course? Why or why not?
- Are there questions or issues that this student work raises about your major curriculum that you think would be valuable to share with your department colleagues?
- What kinds of recommendations (either for the ACE 10 courses or other courses in the curriculum) could you imagine exploring with colleagues based on your analysis?

**February 14th, Room 212, Gaughan Multicultural Center**
**Continue Review of Student Work**

Guiding Themes
- Continued discussion of what we can learn from reviewing and sharing examples of students' scholarly and/or creative work from ACE 10 courses.

Template for posters (distribute)

The following questions from the ACE Assessment Reporting Template seek to identify key conclusions from the assessment process and what recommendations were formulated as a result of these conclusions:
- What was the question of interest that the department/program investigated related to assessment of the ACE 10 learning outcome?
- What student work was collected and analyzed to address the question? (Provide details about the assignments used.)
- How did the department/program analyze the student work?
- What did the department/program analysis reveal?
- How will the department/program use the findings to improve student learning of the ACE learning outcome?

To do for March 7th meeting: Draft of poster

**March 7, Georgian Room, City Union**
**Themes and Observations across ACE 10 courses**

Guiding Themes
- Sharing of themes/observations from analysis of ACE 10 work in individual departments
- How can results of ACE assessment be made public and used (by departments, students, etc.)
- What are the implications of the results for curriculum, pedagogy, or student support services?

Peer Review of Draft Posters

**April 16, Nebraska Union from 3-5 pm**
**Sharing Our Work**

Share your poster showing examples of how students achieve ACE 10 outcomes. Undergraduate Research fair starts at 3 pm in the Nebraska City Union.

**May 12, Room tba from 11:30 am-1:00 pm**
**Celebration Luncheon**

We will have a luncheon to reflect upon the year's accomplishments and to celebrate our collective work.

**Completion of Survey and Assessment**                                    due Friday, May 16
- How did the project support your learning about assessment for ACE 10 courses?
- What have we learned about ACE 10 and/or assessment that might be shared with others?
- How else can we support you for ACE 10 assessment reporting in fall 2014?

# Learning from ACE Assessment
# 2014 Update



## ACE is…

TRANSPARENT. Faculty-designed learning outcomes communicate what students are expected to learn in their courses.

FLEXIBLE. Students have many options to intentionally select courses that expand and build upon their majors.

TRANSFERABLE. ACE courses count across all of UNL's academic colleges. Even if students change majors, their ACE courses fulfill their general education program.

EFFICIENT. ACE courses are included in all 120-hour degree programs so that students can easily stay on track to graduate in four years.

MARKETABLE. ACE courses broaden students' learning and provide the skills and knowledge that employers and graduate programs value.

## How UNL faculty are improving undergraduate education

The 5th year anniversary of the implementation of Achievement-Centered Education (ACE) marks an opportunity to celebrate UNL faculty members' commitment to improving undergraduate education. This report spotlights how faculty collaboration and commitment to ACE assessment have improved curriculum, teaching, and student learning at the University of Nebraska-Lincoln.

Nationally recognized, ACE provides a common academic foundation reflecting what faculty members believe 21st century UNL undergraduates ought to know. Students of all majors and career aspirations complete 30 hours of 10 ACE learning outcomes. ACE courses provide UNL students a breadth of learning, complementing the deep learning gained in their major degree programs. Achieving the 10 outcomes prepares students to address the needs of a complex, diverse and globalized society.

# Faculty assessment of student learning in ACE courses

A key feature of the ACE program is faculty commitment to assessing student learning. Each instructor is responsible for including the ACE outcome language in the course syllabus and for collecting sample student work that can be used to assess students' achievement of the outcome. Departments assess ACE courses on a multi-year cycle. The following chart shows the 694 ACE courses that have been assessed thus far, representing nearly every department on campus.

| | Year 1 | Year 2 | Year 3 | Year 4* | Total |
|---|---|---|---|---|---|
| | 2011 | 2012 | 2013 | 2014 | |
| ACE Learning Outcome | 1, 2, 3 | 4, 6, 7 | 5, 9 | 8, 10 | |
| Courses Involved | 96 | 165 | 223 | 210 | 694** |

\* Year 4 (Reports to be submitted fall 2014)
\*\* Includes courses that are certified for two outcomes.

Honoring the diversity of student work across ACE courses means that assessment of students' learning is also diverse and context specific. ACE courses represent a wide range of disciplines, and departments understand best how to assess student progress toward learning related to ACE outcomes. ACE assessment allows departments to determine what assessment questions are important to them. Some departments use standardized national tests (Chemistry), others use rubrics to review portfolios or capstone projects (English; Teaching, Learning & Teacher Education), some have department or external review boards of presentations (Advertising & Public Relations, Engineering, Architecture) and still others use exams (Statistics, Psychology).

Regardless of the form of assessment, the overall goal is the same: continual improvement of student learning in ACE courses. ACE assessment helps faculty determine whether students are mastering ACE outcomes and achieving articulated expectations. ACE assessment is designed to sponsor ongoing faculty conversations about teaching and learning. The examples in this brochure illustrate how assessment can be such a catalyst.

## UNL faculty leading change nationally

**"UNL should be proud of its leadership role in rethinking and repositioning general education." Carol Geary Schneider,** President, Association of American Colleges and Universities

# What faculty learned about their courses and majors

• **About 25% of the ways in which faculty used assessment related to improving teaching within their individual ACE courses.** Some faculty identified the need to revise or change individual assignments to better address ACE outcomes. Some identified a need to change evaluation methods to better assess student learning.

• **ACE assessment helped departments recognize areas for improvement and enabled changes.** Some departments identified the need to use common syllabi and expand teacher development to support continuity for student learning in ACE courses. Some departments that offer multi-section courses discovered that students were having uneven learning experiences across course sections. Some faculty used the opportunity to add or revise assignments that enabled students to more fully demonstrate their understanding of concepts and applications.

• **ACE assessment stimulated department conversations about relationships between ACE courses and degree-program learning outcomes.** Faculty in Communication Studies, Political Science, and Film Studies used ACE assessment to discuss how to sharpen the focus of assignments on learning outcomes. One report suggested learning could be improved by tying writing in the course to real world applications both in the course and in subsequent courses in the program. Some departments identified an opportunity to review the entire major to see where learning outcomes were reinforced in the course sequence.

*The College of Engineering aligns ACE assessment with professional accreditation.*

"All undergraduate programs but one in the College of Engineering are accredited by the Accreditation Board for Engineering & Technology (ABET). Construction Management is accredited by the American Council for Construction Education (ACCE). The ACE general education criteria complement the engineering accreditation criteria and provide assurance that each program and the institution meet or exceed the quality standards established by the profession. The results of periodic assessment will be used to identify the opportunities to continuously improve the program and help the College to be prepared for the next cycle of accreditation." **Sohrab Asgarpoor,** Electrical Engineering

*The College of Architecture conducts assessment with widespread faculty participation in course and program reviews.*

"The College of Architecture utilizes the ACE assessments in both college-wide, and program-specific 'end-of-semester' course reviews. These course reviews are strategically organized to take either a broad assessment of curricular course development as students advance through the College of Architecture, or can be designed to look more specifically at core courses or a specific set of course sequences. The end-of-semester reviews in the College of Architecture require the involvement of all faculty in the college to attend, as specific faculty of various courses present course content, course objectives, and provide evidence to student learning outcomes. The intent of the course reviews is to both educate other faculty about what students have learned and identify areas of both strengths and weaknesses of both the course and specific student classes." **Lindsey Bahe**, Interior Design

# ACE Initiatives & Projects

## ACE 10 Faculty Inquiry Project

Twenty-six faculty members participated in a year-long project to develop and share best practices for assessing student learning in their ACE 10 courses. Poster samples of this work are available at *ace.unl.edu*.

## Systematic Improvement of Undergraduate Education in Research Universities Project

This faculty-led project focused on producing meaningful and sustainable processes for ACE assessment. The three-year pilot with ACE 1 involved reviews of student portfolios by faculty in English, Journalism and other disciplines. This work led to recommendations for how to support faculty participation in assessment. *Funded by the Spencer and Teagle Foundations*

## Using General Education Assessment Findings for Educational Improvement

This three-year collaborative research project involved Duke University, University of Kansas and UNL. It examined how universities use data to improve general education programs. Sixty-six UNL faculty received funding for ACE assessment.
*Funded by the Spencer Foundation*

# What faculty are learning about assessing student learning

• **The learning curve is sometimes steep**. Some faculty described ACE assessment as challenging because they didn't have prior experience with developing assessment processes. They weren't sure how to develop meaningful questions to investigate their students' learning.

 • **Initial assessment plans sometimes need revision**. Some faculty identified problems with initial processes (e.g., inadequate sampling or department rubrics). They noted the importance of being open to change during assessment processes.

• **Broad participation supports shared learning**. Some departments plan to reorganize assessment processes to involve more instructors. Reports indicated that individual efforts were not as robust compared to collective efforts in influencing and improving student learning.

• **Sharing best practices supports buy-in and trust.** Faculty involvement in designing, implementing and carrying out assessment fosters buy-in and trust that the findings are meaningful. Departments that shared best practices reported learning how to assess in new and better ways.

# What UNL learned it could do to improve institutional assessment

• **Create more structured opportunities for sharing best practices**. Faculty who participated in ACE assessment indicated in surveys that they welcome learning from other faculty how to efficiently and effectively measure student learning. Examples have been added to the ACE website for faculty use.

• **Improve communication about ACE to faculty and students**. The ACE website has been revised, and 4-year plans and learning outcomes for all majors are now accessible in the Undergraduate Bulletin.

• **Simplify and clarify ACE recertification and assessment processes**. The UCC ACE subcommittee collaborated with the Faculty Senate to simplify and clarify recertification and assessment practices. *Available at ace.unl.edu in the "recertification" tab.*

• **Implement better assessment software for assessment reporting**. Academic Affairs is currently exploring assessment software to assist departments and colleges with simplified collection and reporting.

• **Align ACE assessment with other assessment reporting to streamline faculty work.** ACE recertification and assessment questions now align with department assessment reports and Higher Learning Commission institutional reaccreditation requirements to facilitate faculty work.

UNIVERSITY OF Nebraska Lincoln®

# UNL Quality Initiative Project Agenda
## 2014-2015
### *Exploring Learning and Career Preparation within the Undergraduate Major*

**What is the goal of this project?**

This project is designed to engage faculty and staff across all UNL colleges in conversations about how curriculum, advising and mentoring within each undergraduate major prepares students for academic & career success. This project comprises the second year of activities related to UNL's Higher Learning Commission (HLC) Quality Initiative project, a required major improvement area the institution has undertaken as part of its ten-year reaffirmation of accreditation.

**What are driving questions for our conversations?**

- What can we learn about how majors prepare students to meaningfully apply what they learned during their career?

- What are the career preparation components of our curriculum, advising & mentoring within each major? What kinds of career assistance are relevant and necessary?

- What best practices for career exploration, assistance, and development could be shared across departments and programs and what outcomes could be used to measure institutional success in providing them?

- What structures currently exist to promote high-impact career exploration and development practices (such as internships, job shadowing, alumni networking, etc.)?

**Who will be participating?**

Each academic college has been asked to identify a team that includes representatives from some of the following areas:
- academic advisors
- faculty who supervise internships
- faculty who incorporate career planning/development into courses
- college career professionals or coaches

**What's the schedule for the project?**

There will be six large group meetings scheduled monthly on Fridays from 2-3:30 pm (see following calendar for specific dates and building locations). Participants will also work in small group teams-- which will meet physically and electronically in between the large group meetings--to research and discuss more focused topics (e.g. internships, career exploration curriculum, post-graduation data, etc.) and then make presentations to the large group.

**What's the desired outcome?**

The Office of Academic Affairs will sponsor a campus event (in early March) to showcase the results of our discussions and present recommendations and best practices for improving undergraduate career exploration and development. Participants also will develop understanding of best practices for career exploration and development and build campus networks with other faculty and staff.

# *Meeting Calendar*
## *Exploring Learning and Career Preparation*
All meetings are scheduled on Fridays from 2-3:30 pm

Prior to our first meeting on September 5th, please read the following three short pieces. We will be discussing these pieces as starting places for our conversations about career exploration and development within the undergraduate curriculum.

"Career services (as it now exists) must die, new report argues" Allie Grasgreen
http://launchphase2.com/career-services-as-it-now-exists-must-die-new-report-argues

Success after College: What Students, Parents, and Educators Need to Know and Do
http://www.aacu.org/liberaleducation/le-sp13/humphreys.cfm

"Emerging trends in university career services: Adaptations of Casella's career centers paradigm"
http://www.naceweb.org/j092010/trends-career-services-casella.aspx

| September 5 | 202 Ubuntu Room, Jackie Gaughan Multicultural Center |
|---|---|

**Theme:** Introduction to Year 2 of the Quality Initiative Project
- Introduction to the project goals (Amy)
- Introductions to one another (Bill)
- The structure of small groups on focused topics: expectations and outcomes
- Discussion in small groups based on readings (handout)

For next time: Read the following two short articles
"Internships as a High-Impact Practice: Some Reflections on Quality"
http://www.aacu.org/peerreview/pr-fa10/pr-fa10_oneill.cfm

"Colleges report job outcome results are limited value"
https://www.insidehighered.com/news/2013/12/17/colleges-report-job-outcomes-results-are-limited-value

| October 3 | Kauffman Great Room (1st floor), Raikes School |
|---|---|

**Theme:** Discussion of career exploration and development "best practices"

- Small Groups: discussion of readings
- Articulating shared principles/collective ideas about what constitutes best practices for career exploration/development.
- Small Group Time on Subtopics (Advising, Internships, Curriculum, Post-Graduation Outcomes)
    The needs assessment inventory (handout)
    Identify meeting time before Dec. 5th meeting to gather and discuss needs assessment

For next time: Review Husky experience handouts and find two other institutions' examples of what you consider to be "best practices" for career exploration and development in relation to your small group topic (advising, curriculum, internships, or post-graduation outcome data).

| November 7 | 202 Ubuntu Room, Jackie Gaughan Multicultural Center |
|---|---|
Theme:           Learning from UNL and other institutions

- Small groups by areas: discuss what you learned/what the take-aways are from these other institutional examples

For next time:  Bring your small group's handout summarizing significant findings and observations in relation to the needs assessment inventory (handout) and be prepared to present to full group.

| December 5 | Georgian Suite, 2nd floor, Nebraska Union |
|---|---|
Theme:           Sharing your research on other institutions and identifying your needs

- Each group will have 5-8 minutes to share what they learned
- Wrap up discussion

For next time:  Using the template, develop a list of recommendations regarding your small group's topic for improving career exploration and development within undergraduate experience

| January 23 | 202 Ubuntu Room, Jackie Gaughan Multicultural Center |
|---|---|
Theme:           Developing recommendations

- Small groups will share their recommendations (8 minutes each) and bring in form of handout
- Wrap up discussion

| February 20 | Georgian Suite, 2nd floor Nebraska Union |
|---|---|
Theme:           open topic

| All Campus Event | to be scheduled in early March |
|---|---|

# Readings of Interest

*Foundational*

10 Future Trends in College Career Service

https://www.linkedin.com/today/post/article/20140715120812-11822737-10-future-trends-in-college-career-services?published=t

NACE Principles of Professional Practice – Career Services

http://www.naceweb.org/knowledge/principles-for-professional-practice.aspx#careerservices

NACE Faculty Guide

http://www.naceweb.org/legal/faculty_guide/

Job Outlook for the Class of 2014 – What Employer Look for in a Job Candidate (pages 4-5)

http://www.naceweb.org/uploadedFiles/Pages/MyNACE/grab_and_go/students/job-outlook-2014-student-version.pdf

Bridge the Gap Between Student Affairs and Academic Affairs:  The A-to-Z of Partnering with Faculty (NACE Journal May 2013) (2013 May-Journal PDF)

*A Roadmap for Transforming the College-To-Career Experience (PDF)* or Ted Talk (http://www.youtube.com/watch?v=6Tc6GHWPdMU)

*Advising, Curriculum, and Career Development*

You Majored in What (You Majored in What Chapter 1 PDF)

Rethinking Success from Wake Forest (http://rethinkingsuccess.wfu.edu/resources/)

UNL CBA Professional Enhancement Program (PrEP) (MidAmerican Business Deans Association Award PDF)

EDPS 496/896: Directed Field Experiences – Internship/Cooperative Education (EDPS 496 Description PDF)

EDPS 150: Career Development Seminar (Spring 2013 EDPS 150 Syllabus Word Document)

*Career Outcomes/Data Needs*

AACU report: *How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths*. Debra Humphreys and Patrick Kelly, 2014.

Position Statement:  The Critical Importance of Institutional First-Destination/Post Graduation Surveys

http://www.naceweb.org/advocacy/position-statements/first-destination-surveys.aspx

NACE First-Destination Survey Standards and Protocols

http://www.naceweb.org/uploadedFiles/Pages/advocacy/first-destination-survey-standards-and-protocols.pdf

Interviewing and Hiring International Students (NACE Journal May 2013) (2013 May-Journal PDF)

https://www.insidehighered.com/news/2014/04/29/wake-forest-u-tries-measure-well-being

https://www.insidehighered.com/news/2013/12/17/gallup-purdue-study-will-measure-graduates-quality-life-outcomes

Degrees of Value: Evaluating the Return on the College Investment

http://www.educationsector.org/publications/degrees-value-evaluating-return-college-investment

*Experiential Learning*

Interviewing and Hiring International Students (NACE Journal May 2013) (2013 May-Journal PDF

Position Statement: U.S. Internships A Definition and Criteria to Assess Opportunities And Determine the Implications for Compensation

http://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx

# BEST PRACTICES

### *Advising and Career Development*

Career Guide to UNL Majors (http://www.unl.edu/careers/careerguide/)

UNL Explore Center (www.explorecenter.unl.edu)

UNL CBA International Student Career Readiness Certificate (CRC Overview Information PDF)

Stanford University's Career Meet-Ups and Career Communities (https://www.youtube.com/watch?v=GeH4tvo69iA)

Wake Forest College-to-Career Community – paragraph 7 (http://rethinkingsuccess.wfu.edu/wake-forest-model/)

Notre Dame Boot Camp (http://careercenter.nd.edu/for-undergrads/bootcamp/)

University of Connecticut Certificate of Professional Development  (link is dead)

University of Georgia App (http://career.uga.edu/angrydawgs)


### *Curriculum and Career Development*

UNL CBA Professional Enhancement Program (PrEP) (MidAmerican Business Deans Association Award PDF)

EDPS 496/896: Directed Field Experiences – Internship/Cooperative Education (EDPS 496 Description PDF)

EDPS 150: Career Development Seminar (Spring 2013 EDPS 150 Syllabus Word Document)

CASNR Career Courses (AGRI NRES 388 PDF & Job Survival Student Packet – Spring 2014 PDF)

ENGR 020: Sophomore Engineering Seminar (ENGR20 Fall 2014 Syllabus Word Document)

PSYC 100: Career Planning for Psychology Majors (Psych 100 Syllabus, Spring 2014 PDF)

Indiana University-Bloomington Career Courses (http://cdc.indiana.edu/help/career-courses.html)


### *Career Outcomes/Data Needs*

Data Methodology  (http://www.unl.edu/careers/viewgradoutcomes)

Annual Report on Graduates (http://www.unl.edu/careers/documents/outcome_reports/Annual%20Report%20on%20Grads%202012-13.pdf)

Career Services Year in Review (http://www.unl.edu/careers/documents/outcome_reports/Career%20Services_yearinreview_12-13.pdf)

CBA PrEP/BSAD 098 Surveys (https://az1.qualtrics.com/SE/?SID=SV_eRPfOkNjQt7D0cB&Preview=Survey&BrandID=unlcba) and Future Plans Survey 2013-2014 Word Document (Future Plans Survey 2013-2014 Word Document

University of Florida Annual Report (http://www.crc.ufl.edu/aboutus/report2013/index.html)

SPEA at IU (www.soic.indiana.edu/career/_doc/infographic-2013.pdf)

### *Experiential Learning*

Gaining Experience (http://www.unl.edu/careers/documents/publications/student_publications/gainexperience.pdf)

Internships (http://www.unl.edu/careers/job-and-internship-listing-resources)

GPS Program (http://www.unl.edu/careers/documents/GPSOverview.pdf)

Industry Trips (UNL Engineering, CBA, Michigan State, SPEA at IU and others)

UCONN Academic Credit Listing (http://www.career.uconn.edu/internships_uconn_majors.html)

**UNL Principles for Connecting Undergraduate Learning with Career Preparation**

These principles were collaboratively developed by faculty and staff members participating UNL's Quality Initiative Project: "Exploring Learning and Career Preparation within the Undergraduate Major." This project engages UNL faculty and staff in conversations about how curriculum, advising, and mentoring within each undergraduate major prepares students for academic and career success. We recommend these principles to ensure that all UNL undergraduates have opportunities to meaningfully connect their coursework with co-curricular and career experiences that help them to attain their personal and life goals.

**Expectation**

UNL commits to provide all undergraduates opportunities for career exploration and professional development. All undergraduate programs should promote the integration of learning in majors with career and life goal preparation.

**Preparation**

All UNL undergraduates should have opportunities that help them to identify, evaluate, and select from a wide array of career exploration and development experiences. Examples might include coursework or co-curricular experiences that teach undergraduates how to do the following:

- Self-assess interests, abilities, and strengths related to major choices
- Identify and assess skills and expertise needed for particular careers
- Organize a job shadowing or informational interview experience
- Connect to networks within a career field through peers, faculty, alumni, etc.
- Select from varying experiences (paid vs. unpaid internships, service learning, education abroad)

**Participation**

All UNL undergraduates should participate in experiences that enable them to connect their undergraduate learning with career and life goals. Examples might include:

- Internships (paid/unpaid, credit/non-credit )
- Leadership positions in student organizations
- Job Shadowing
- Career Fairs
- Alumni networking
- Research experiences (capstone projects, theses, UCARE, etc.)ARti
- Part Time Jobs

**Reflection**

All UNL undergraduates should have structured opportunities to reflect on, analyze, and assess their learning both during and after participating in career exploration and development experiences. Examples might include:

- Logs or journals that record daily observations
- Evaluations of work, learning, and personal development outcomes
- Portfolios with analysis of sample work products
- Debriefings with a Career Development Professional
- Follow-up conversations with faculty and advisors

**Articulation**

All UNL undergraduates should be able to describe and articulate the value of their undergraduate learning and career exploration and development experiences in terms of career-relevant skills that employers, graduate schools, and others desire.  Examples might include:

- Writing cover letters, resumes and curriculum vitae
- Participating in Interview Prep and Mock Interviews
- Building peer, alumni, and professional networks
- Establishing appropriate social media profiles (e.g. LinkedIn)

**HLC Quality Initiative Project**
**"Exploring Learning and Career Preparation within the Undergraduate Major"**
April 2015

The following recommendations were developed by over 40 faculty and staff in UNL's 2014-2015 Quality Initiative Project. This project was designed to engage faculty and staff across all UNL colleges in conversations about how curriculum, advising and mentoring within each undergraduate major prepares students for academic & career success. This year's group was charged with examining best practices and structures for integrating career exploration and development within undergraduates' academic careers. Based on their research and extensive discussions, this year's group recommends the following:

1. Develop consistent communication structures between department and college representatives & Career Services professionals about advising, curricular, and internship opportunities that include:
   a) A university-wide committee that meets regularly to share best practices for career development, review post-graduation outcome data, and develop recommendations for university-wide expectations and policies around career development activities.
   b) Department/major representatives who would serve as liaisons to Career Services.

2. Ensure all undergraduate majors/programs include 1) at least two curricular opportunities that focus on students' career development and 2) a career reflection component in all ACE 10 courses.

3. Develop a centralized, university-wide database for capturing data on students' internships. Departments would commit to 1) identify internship courses, 2) provide data on student participation in non-credit internships (e.g. work placements, type of work, etc.) and 3) articulate and maintain standard expectations for course-based internships.

4. Require all departments to submit and review career placement information (in collaboration with Career Services) via a template that would be annually updated and incorporated as a Bulletin tab for each major. Information would include job and graduate school placement, internships, transferable skills, and professional organizations.

5. Refine the university-wide graduating senior survey that collects post-graduation outcome data. Review the current survey and explore best practices for timing/delivery of the survey to maintain UNL's high response rate and to meet needs of colleges and departments.

6. Require Career Services to conduct follow-up post-graduation outcome surveys (5 years out) on specific cohorts of UNL graduates (i.e. 2010, 2013, etc.) to provide data on UNL graduates' success.

## Exploring Learning and Career Preparation
## within the Undergraduate Major

### Academic Leaders Workshop
**April 2, 2015, 8:30 am-12:00 pm**
Great Hall, Kaufmann Building

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**8:30**        **Check in & Beverages and Rolls**

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**9:00**        **Welcome and Introductions**

- **The Quality Initiative and the HLC Reaffirmation Process**
- **Principles for Career Exploration and Development**

_____

**9:20**        **Student Stories of Successful Career Development**

- **Ashley McAndrew,  Spanish, L.A. Studies, Global Studies, History**
- **Danielle Kerr, English**
- **Tori Wheeler, Psychology**
- **Kandy Do, Nutrition and Health Sciences**
- **Alex Kinnaman, English**

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**10:00**       **HLC Year 2 Group Recommendations**

- **Integrating 2 career development moments in the major**
- **Identifying and articulating transferable skills**
- **Collecting and using post-graduation outcome data**

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**11:20**       **Box Lunches**

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**11:30**       **Reporting Out and Next Steps**

Andrea McClintic and Bill Watts
HLC project "Exploring Learning and Career Preparation within the Undergraduate Major"

The *Undergraduate Bulletin* guides students through their UNL undergraduate experiences. The HLC committee suggests including a "Careers Outcome" section within the *Bulletin* that would include the transferable skills that students develop through their program of study, as well as current internship opportunities and post-graduation outcomes that would provide insight for possible career paths for each undergraduate major. Listed below are three examples of majors described using the proposed template. Departments would annually update these listings as appropriate to their individual majors.

UNIVERSITY OF NEBRASKA–LINCOLN

ANDREA M.

## Undergraduate Bulletin 2014-2015

UNL > Undergraduate Bulletin > Family Science

MAJORS    COURSES    ACADEMIC POLICIES    ACADEMIC COLLEGES    EXPLORE CENTER    OTHER ACADEMIC UNITS

### ARTS & SCIENCES

# Communication Studies

▾ 2014-2015 *(Latest Edition)*

| Description | Courses | 4-Year Plans | Learning Outcomes | Career Outcomes |

### Transferable Skills
- The ability to effectively communicate orally and in writing
- The ability to be innovative and think critically
- A sense of integrity nd ethics
- Teamwork skills and the ability to collaborate with others in diverse group settings

### Internships
- Education Intern, Omaha Henry Doorly Zoo
- Executive HR Intern, Target
- Intern, NCEE Labs
- Research Intern, University of Nebraska Foundation
- Intern, UNL Department of Communications Studies

More...

### Jobs of Recent Graduates
- Account Coordinator, Moor & Searcy Advertising
- Account Management, Clear Blue Skies Marketing
- Administrative Assistant, Morning Star Marinas
- Analyst & Product & Training Specialist, HUMANe Ventures
- Associate Business Systems Analyst, ConAgra

More...

### Graduate School
- Accelerated Nursing Program, Nebraska Methodist College
- Doctor of Chiropractic, Cleveland College of Chiropractic
- M.A. Educational Administration, University of Nebraska-Lincoln
- Master of Divinity, Midwestern Baptist Theological Seminary
- Master of School Psychology, University of Nebraska-Omaha

More...

### Professional Associations
- Organization for PR & Communication Professionals
- National Communication Association
- International Association of Business Communicators
- Association for Women in Communications
- American Communications Association

More...

Andrea McClintic and Bill Watts
HLC project "Exploring Learning and Career Preparation within the Undergraduate Major"

## Undergraduate Bulletin 2014-2015

UNL > Undergraduate Bulletin > Family Science

MAJORS | COURSES | ACADEMIC POLICIES | ACADEMIC COLLEGES | EXPLORE CENTER | OTHER ACADEMIC UNITS

### AGRICULTURAL SCIENCES & NATURAL RESOURCES

# Animal Science
▾ 2014-2015 *(Latest Edition)*

Description | Courses | 4-Year Plans | Learning Outcomes | Career Outcomes

### Transferable Skills
- Teamwork skills and the ability to collaborate with others in diverse group settings
- Critical thinking and analytical reasoning skills
- Cultural Values and traditions in America and other countries
- The ability to locate, organize, and evaluate information from multiple sources

### Internships
- Child Life Intern, Shriners Hospital for Children
- Intern, AseraCare Hospice and Palliative Medicine
- Intern, Campus Night Life
- Intern, CEDARS
- Intern, Friendship Home

More...

### Jobs of Recent Graduates
- AmeriCorps Member, Lincoln Parks and Recreation
- Area Rep for High Schools and Colleges, Fellowship of Christian Athletes
- Assistant - Family Teacher, Boys Town
- Assistant Manager, American Eagle Outfitters
- Assistant Teacher, UNL Childrens Center
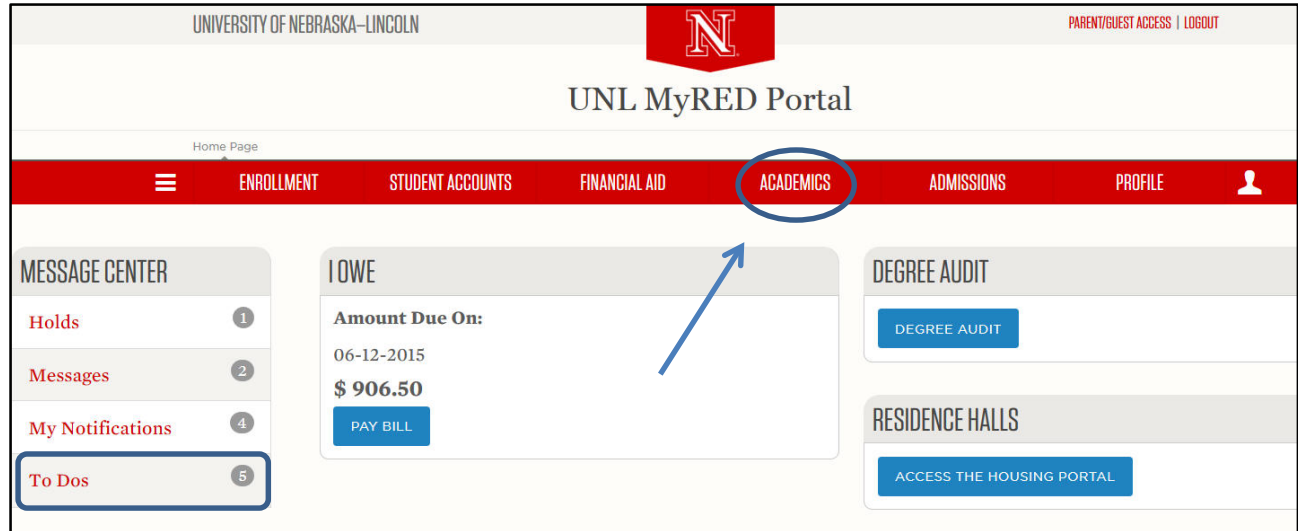
More...

### Graduate School
- Accelerated Nursing, University of Nebraska Medical Center
- BSN, Winona State University
- Clinical Mental Health Counseling, University of Nebraska-Kearney
- Doctor of Chiropractic, Palmer College of Chiropractic
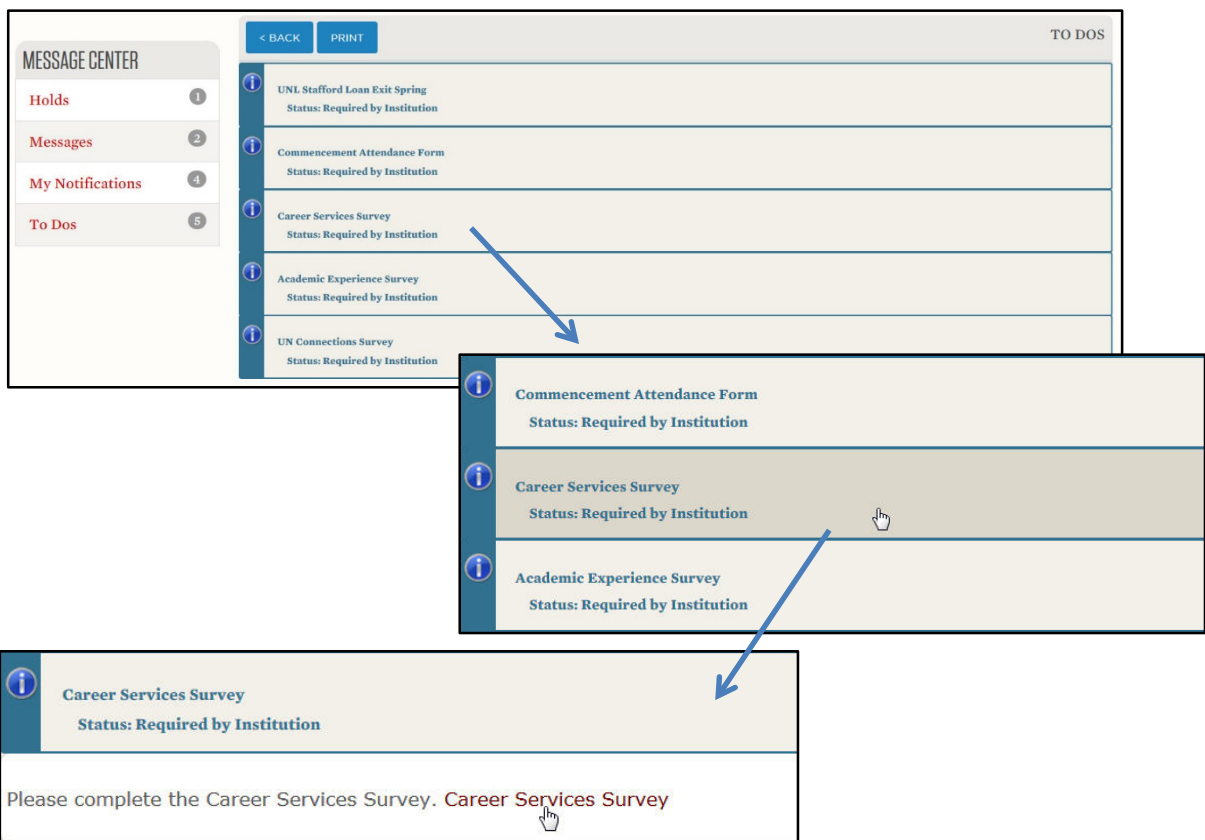- Doctor of Occupational Therapy, Creighton University

More...

### Professional Associations
- National Council on Family Relations
- Family Science Association
- National Association of Child Care Professionals
- Society for Human Resource Management
- American Association of Family and Consumer Sciences

More...

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## Undergraduate Bulletin 2014-2015

UNL > Undergraduate Bulletin > Family Science

MAJORS | COURSES | ACADEMIC POLICIES | ACADEMIC COLLEGES | EXPLORE CENTER | OTHER ACADEMIC UNITS

### EDUCATION & HUMAN SCIENCES

# Family Science
▾ 2014-2015 *(Latest Edition)*

Description | Courses | 4-Year Plans | Learning Outcomes | Career Outcomes

### Transferable Skills
- Teamwork skills and the ability to collaborate with others in diverse group settings
- Critical thinking and analytical reasoning skills
- Cultural Values and traditions in America and other countries
- The ability to locate, organize, and evaluate information from multiple sources

### Internships
- Child Life Intern, Shriners Hospital for Children
- Intern, AseraCare Hospice and Palliative Medicine
- Intern, Campus Night Life
- Intern, CEDARS
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More...

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### Graduate School
- Accelerated Nursing, University of Nebraska Medical Center
- BSN, Winona State University
- Clinical Mental Health Counseling, University of Nebraska-Kearney
- Doctor of Chiropractic, Palmer College of Chiropractic
- Doctor of Occupational Therapy, Creighton University

More...

### Professional Associations
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- Society for Human Resource Management
- American Association of Family and Consumer Sciences

More...

## *Access to the Career Services Survey*

The Career Services Survey is assigned to students as a To Do item. It can be found under the **Home** and **Academics To Dos** in the **MyRED** Message Center.



To access the form, click on the To Do item. The link to the survey is there.

## *Career Services Survey*

Once students click on the link, the Career Services Survey will appear in a new tab/window depending on the browser settings.

## Post-Graduation Plans

**1** Survey Participation

**2** Post-Graduation Employment

**3** Military Service

**4** Post-Graduation Education

**5** Volunteer or Service Program

**6** Primary Status

### Military Service
The following questions deal with post-graduation military service.

**Will you be serving in the U.S. military post-graduation?** *required
- ○ Yes [Please answer Questions 3a to 3c]
- ○ No [Go to Next Page]

### Additional Questions
Answer the following questions if your post-graduation plans include military service.

| | |
|---|---|
| **3a. Military Branch** | [dropdown] |
| **3b. Rank** | [text field] |
| **3c. Yearly Salary** | $00,000 |

[Back] [Save] [Next Page]

> Students can navigate back through the form by clicking on **Back.**

> Questions are a combination of radio buttons, free text, or drop down boxes.

## Post-Graduation Plans

**1** Survey Participation

**2** Post-Graduation Employment

**3** Military Service

**4** Post-Graduation Education

**5** Volunteer or Service Program

**6** Primary Status

### Post-Graduation Education
The following questions deal with your post-graduation educational plans.

**Which of the following describes your post-graduation status?** *required
- ○ Planning on continuing my education [Go to Question 4a]
- ○ Not planning on continuing my education [Go to Next Page]

### Additional Questions
Only answer 4a to 4e if you plan on continuing your education.

**4a. Are you currently enrolled or accepted into a graduate or professional school?**
- ○ Yes [Please answer Questions 4b to 4e]
- ○ No [Go to Next Page]

| | |
|---|---|
| **4b. Institution's Name** | [text field] |
| **4c. Location Country** | [dropdown] |
| **State/Province** | [dropdown] |
| **City** | [text field] |
| **4d. Program of Study** | [text field] |
| **4e. Degree Pursuing** | [dropdown] |

[Back] [Save] [Next Page]

## Post-Graduation Plans

1 Survey Participation
2 Post-Graduation Employment
3 Military Service
4 Post-Graduation Education
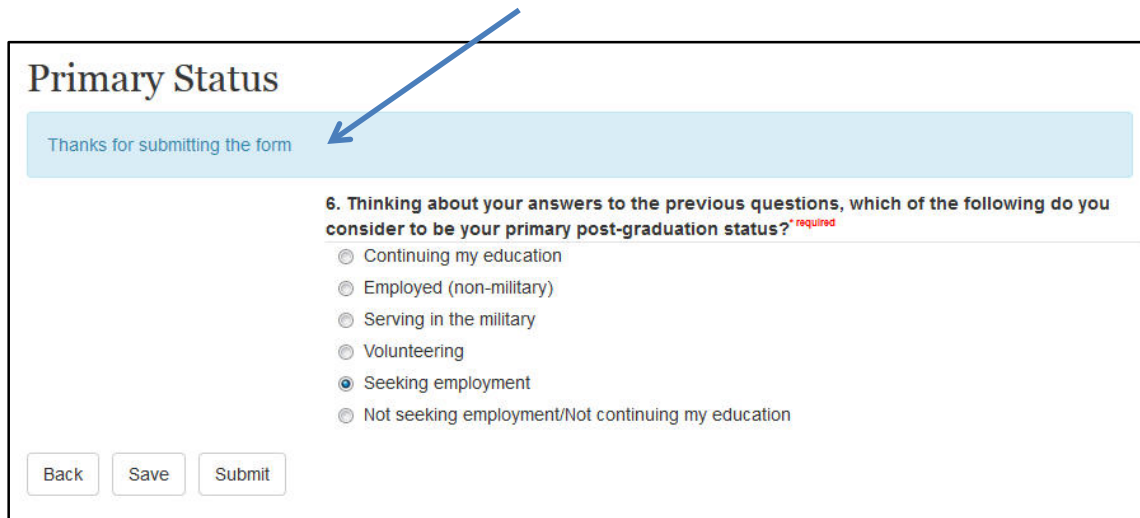5 **Volunteer or Service Program**
6 Primary Status

### Volunteer or Service Program
These questions deal with your post-graduation volunteer or service programs in which you plan to participate.

**Do your post-graduation plans include participating in a volunteer or service program?** *
required

(Peace Corps, AmeriCorps, etc.)

○ Yes [Please answer Questions 5a to 5c]
○ No [Go to Next Page]

### Additional Questions
Only answer 5a to 5c if you plan on participating in a volunteer or service program.

5a. Name of Volunteer or S...
5b. Location Country
State/Province
City
5c. Role or Title

Back  Save  Next Page

> The page title of the current page will be in bold as you navigate through the survey.

## Post-Graduation Plans

1 Survey Participation
2 Post-Graduation Employment
3 Military Service
4 Post-Graduation Education
5 Volunteer or Service Program
6 **Primary Status**

### Primary Status

**6. Thinking about your answers to the previous questions, which of the following do you consider to be your primary post-graduation status?** * required
○ Continuing my education
○ Employed (non-military)
○ Serving in the military
○ Volunteering
○ Seeking employment
○ Not seeking employment/Not continuing my education

Back  Save  Submit

> To submit the survey, student must click **Submit** on the last page.

When students have completed the form, a message will appear on the e-form. The message will appear on every page of the survey.



Students can make any edits to the form after they have clicked **Submit**. The Registrar's Office will be running processes to update the **To Do** status in the **Message Center**. It will take 1 business day from when they submit the form for the status to change. It will look like this:



The To Do item will still display in their **Message Center** until after Commencement. After the set date, the **To Do** and link to the form will disappear from their **Message Center**.

In addition to the To Do item in the **Message Center**, students will be receiving Notifications from our office. The first will be an email stating that the survey is available. The next will be a 'receipt'/ 'reminder' email saying that they either completed the survey or still need to do so. All emails/notifications can be found in the **My Notifications** area in the **Message Center** above the **To Dos** in case students say they did not receive the email.