

An aerial photograph of a coastal town with terracotta roofs and a blue bay. The town is built on a hillside overlooking the water. The text is overlaid on the image in a bold, yellow font.

From Study Abroad to Internships Abroad: Continuing to shape the journey vs. the destination for liberal arts students

Chris Klein, Assistant Director for Off-Campus Programs
Neal McKinney, Associate Director of Off-Campus Programs
DePauw University

Session Overview

- Introductions
- Overview of DePauw
- Recapping 2016 CIC
 - Broadly and specifically at DePauw
- CI2018: Reconfiguring Internships
 - Strategies for Future Collaborations
- CI2018: Redesigning/ Assessing CI learning from Students
- Q & A/Discussion



Hello!

I am **Chris Klein**

Internship Expert in the Making, Career Coach, Strategic Do-er



Chris Klein

Hello!

I am **Neal McKinney**

Career Integration Fanatic, SSAO in Training, Social Justice Ignitor.



Neal McKinney



Who's in the Room?



- College/University?
 - Liberal Arts?
 - Private?
 - Public?
 - 4-year?
 - 2-year?
- Employer?
- Others?

About DePauw

STUDENTS

Total Enrollment	2,158
Men	48%
Women	52%
First-Year to Second-Year Student Retention	89%
Four Year Graduation Rate	80%
Domestic Students of Color	21%
International Student Enrollment	10%



DEPAUW
UNIVERSITY

Est. 1837

FACULTY AND ADMINISTRATION

Total Faculty	228
Tenure-Track Faculty Holding Ph.D. or Highest Degree	98%
Multicultural Faculty	21%
Student-Faculty Ratio	9:1

DePauw University's Mission



DEPAUW
UNIVERSITY

Est. 1837

- DePauw University Mission Statement:
- As a great place to learn, live and work, DePauw will become a university of choice and distinction known for the integration of its rigorous liberal arts curriculum and robust practicum and its unique commitment to the success of each student.

The Hubbard Center for Student Engagement

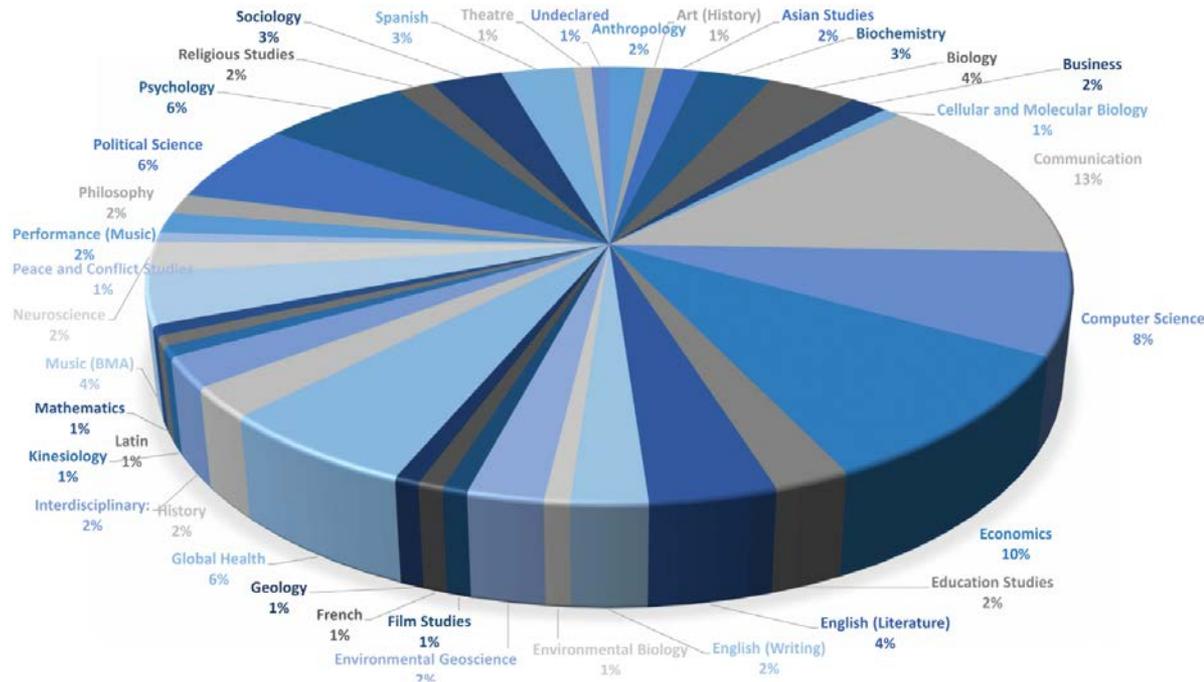
- Established in 2010
- Hubbard Center for Student Engagement Vision Statement:
 - The Kathryn F. Hubbard Center for Student Engagement helps students discover and develop life goals by connecting academic experiences to offcampus study, internships and career development opportunities to help them navigate their personal and professional journey.
- Purpose of the Off-Campus Study Team:
 - Support students in through the exploration, integration, and reflection of experiential learning programs such as: shortterm & semester, domestic & international off -campus study and internships.

Off-Campus Study Demographics

- Approximately 130 students go off-campus each year for a semester or longer

- 2017-2018

- 132 students
- 73% female, 27 % male
- 14% first-generation students
- 18% domestic students of color
- 7% international students



CI2016: DePauw's Approach to Liberal Arts

- “Studying at DePauw means freedom to learn broadly and to delve deeply into material that interests you”
 - Learning for learning 's sake
 - Higher value is placed on accumulation of knowledge across academic disciplines, not career discernment
- Our challenge: DePauw students who study abroad historically do not frame their experience from a careerfocused mindset, and even when they are, they are not able to readily identify relevant skills and competencies gained from abroad

CI2016: Deconstructing Liberal Arts Philosophy

“How to recognize liberally educated people?”

- They listen and they hear
- They read and they understand
- They can talk with anyone
- They can write clearly and persuasively and movingly
- They can solve a wide variety of puzzles and problems
- They respect rigor not so much for its own sake but as a way of seeking truth
- They practice humility, tolerance, and self-criticism
- They understand how to get things done in the world
- They nurture and empower the people around them
- They can connect

([Cronon, 1998](#))

CI2016: NACE Skills/Competencies

- Critical Thinking/Problem Solving
- Oral/ Written Communication
- Teamwork/Collaboration
- Information Technology Application
- Leadership
- Professionalism/Work Ethic
- Career Management

Figure 2: Influence of Attributes

ATTRIBUTE	2018 AVERAGE INFLUENCE RATING*	2017 AVERAGE INFLUENCE RATING*	2016 AVERAGE INFLUENCE RATING*
Has completed an internship with your organization	4.6	N/A	N/A
Has internship experience in your industry	4.4	N/A	N/A
Major	3.8	4.0	4.0
Has held a leadership position	3.7	3.9	3.9
Has general work experience	3.7	N/A	N/A
Has no work experience	3.4	N/A	N/A
High GPA (3.0 or above)	3.4	3.6	3.5
Has been involved in extracurricular activities (clubs, sports, student government, etc.)	3.3	3.6	3.6
School attended	2.8	2.9	2.9
Has done volunteer work	2.7	2.6	2.8
Is fluent in a foreign language	2.2	2.1	2.2
Has studied abroad	2.2	2.0	2.0

Source: *Job Outlook 2018*, National Association of Colleges and Employers. *5-point scale where 1=No influence at all; 2=Not much influence; 3=Somewhat of an influence; 4=Very much influence; 5=Extreme influence.

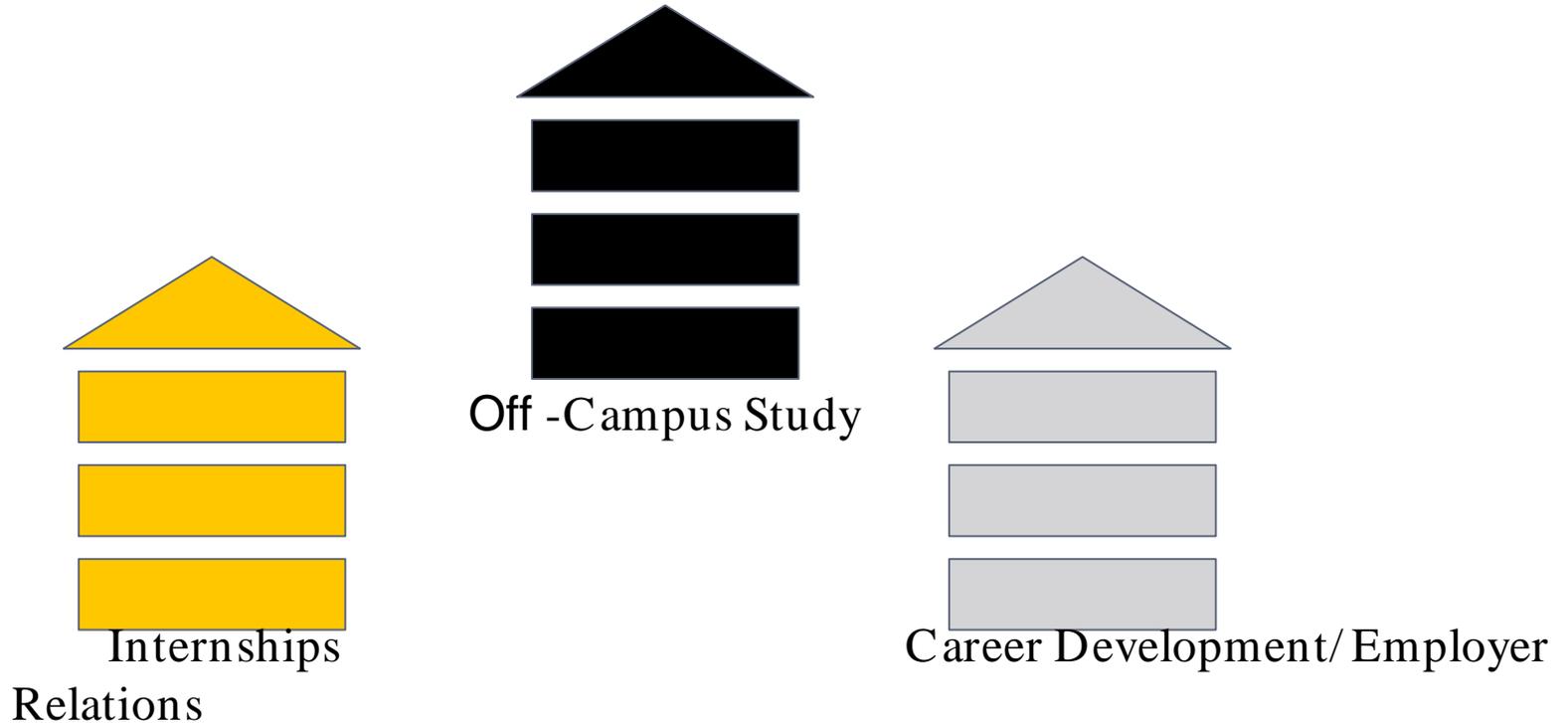
CI2016: Connecting Career Integration to Liberal Arts

- Our team's approach: We focus specifically on our mission to help students map their experiential learning through exploration, integration, and reflection to skills/competencies gained from off-campus study and internships to integrate them into their career development pathway.
- Skill -focused curricular outcomes for every DePauw graduate:
 - Speak well
 - Write well
 - Think critically

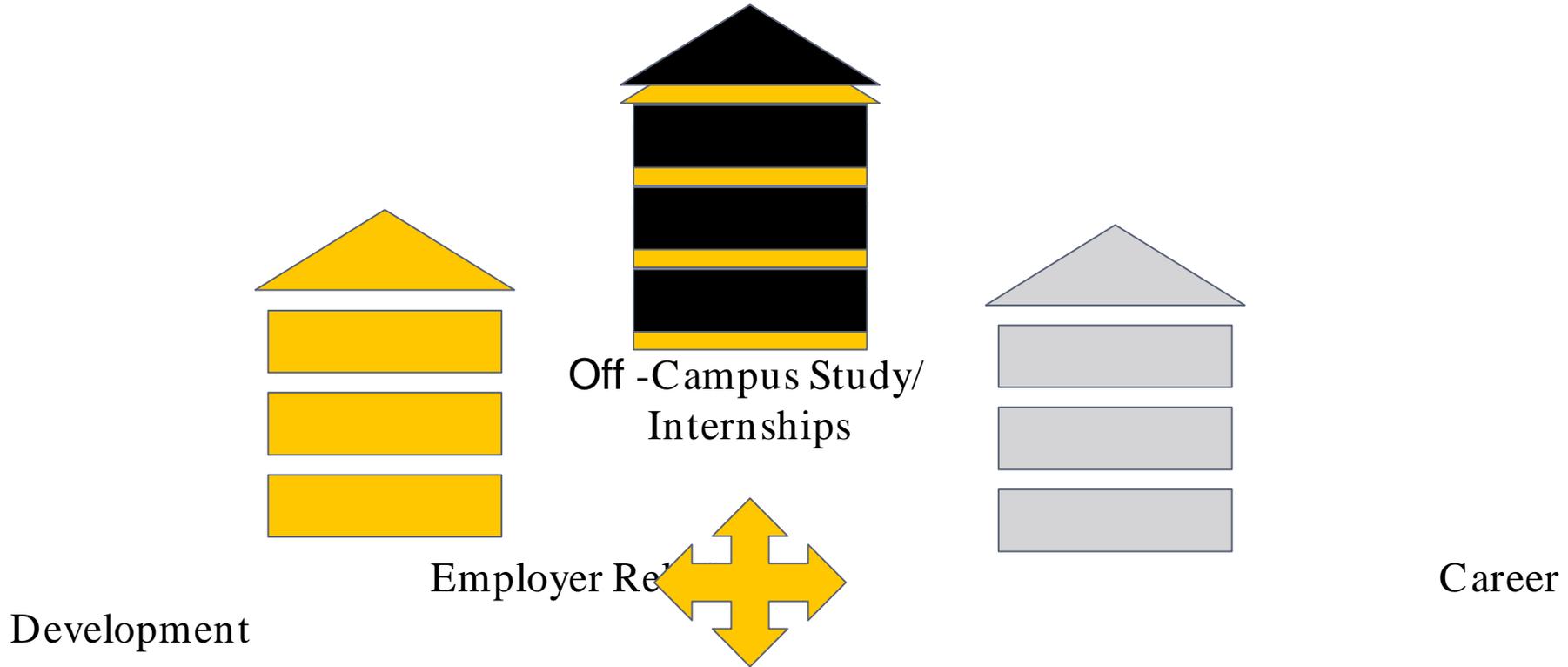
CI2016: Our Approach to Career Integration

- Pre-Departure (Exploration, Integration)
 - Revamping Off-Campus Study advising/application
 - [Created Career Integration Workshop](#)
- Re-Entry (Reflection)
 - Reflective advising conversations to discern skills
 - Scaffolding in more experiences through internships
 - Career Integration Re-Entry Workshop*

CI2016: Silos of Excellence



CI2018: Integration



The DePauw Gold Commitment

Reconfiguring Internships @ DePauw

- History of the “Internship Advisor” Role in the Hubbard Center
- Reconfiguring Internships @ DePauw
- Identity Crisis: Internships from Different Perspectives
- Looking Ahead: Strategies for Internship Collaboration

History of the “Internship Advisor” Role in the Hubbard Center

5/2013 - 1/2016



Internship Coordinator
and Career Adviser

- Design and implement internship and career-based experiential learning programs
- Employer Relations
- Advising, Summer Grant
- Assessment, Programming

1/2016 - 3/2017



Internship Coordinator
& Adviser

All of the above, PLUS:

- Application Review for Off-Campus Study
- Oversight of Coquillet Peer Consultants (CPC's)

9/2017 - Present



Assistant Director for Off-
Campus Internships

All of the above, EXCEPT:

- Oversight of Coquillet Peer Consultants (CPC's)

PLUS:

- Assist with the DePauw-Kelley Program

Reconfiguring Internships @ DePauw

Road Blocks

- **Inconsistent staffing/Internship Structure**
- Poor communication of policies and procedures to other staff
- Earning academic credit (or not)
- **University didn't focus on internships as much until recently**
- Funding unpaid internships
- Trying to help students not affiliated with honors programs make internships fit within academic curriculum
- **Juggling too many responsibilities**
- Teaching honors programs students the nuances of working within their programs vs. working with the Hubbard Center

Opening Doors

- **Clarifying application processes and requirements for internships for credit and the Summer Internship Grant**
- Developing a more formal structure around internships at DePauw (embedding it in the campus culture)
- Working with faculty to get more credit-bearing internship courses in the catalog of courses
- **Creating more interest in international internships to alleviate financial burden of sending students abroad**
- Improving risk management protocols
- **Developing more employer/internship provider partnerships globally**

Identity Crisis: Internships from Different Perspectives

- How the Career Development Team approaches internships
 - DEVELOPMENTAL/ TRANSACTIONAL APPROACH
 - Assist with finding and applying for internships
 - Provide one-on-one guidance on writing resumes/ cover letters and interviewing skills
 - *Focus is on getting the student into an internship*
- How the Off-Campus Programs Team approaches internships
 - PROCEDURAL/ RELATIONAL APPROACH
 - Assist with finding and applying to appropriate program based on interests/ goals
 - Prepare them for meaningful reflection and engagement throughout the internship
 - Make the connection between curricular and co-curricular experiences
 - *Focus is on helping the student make the most of the experience*

Looking Ahead: Strategies for Internship Collaboration

- Increase Number and Geographic Variety of International Internships
 - Build/ deepen relationships with providers in Asia, Latin America, Europe, Middle East
- Increase Funding Sources and Resources for Unpaid Internships
 - Alumni & Development offices - share stories from recent Grant recipients
- Further relationships with campus partners
 - Academic Departments; Faculty buy-in; Credit-bearing internship courses in the major
 - Honors and Scholars programs; Centers and Institutes; Class Deans
- Streamline Programming for Off-Campus Study & Internships
 - Pre-Departure and Re-Entry Workshops
 - Communications around expectations, grades, cultural competency, etc.

Career Integration through Assessment

- Reviewing/ Revising Program Evaluations
 - Shortened from 50 questions to 22 questions
 - Switched from Quantitative to Mixed-Method/ Mostly Qualitative
 - Developed behavioral-based questions to elicit responses similar to that asked in job interviews



Assessing Career Integration

Off-Campus Study Program Evaluation (Qualitative)

Professional Skill Development

Reference the list below of Transferable Skills, shared and perhaps the learning objectives sheet you created during your Pre-Departure Orientation at DePauw, to identify personal areas of growth. You may also consider using the [STAR/CAR method](#) to answer the following questions.

[Transferable Skills List](#)

- * 8. Identify 2-3 skills you were able to develop through your off-campus study experience; please describe the circumstances in which you developed these skills in 3-4 sentences.**

Assessing Career Integration

Start Perspective Public Transportation Korean Self Confidence
Anger Improved Surrounded by People Ability
Independent Research Project Living Run Language
Future Career Communication Artistic Sense Speak
Exploring the City Planning Sustainability Able to Develop
Assignments Study Abroad London Problem Solving Roommates
Comfort Zone Critical Thinking

Assessing Career Integration

Page 7: Ability to Navigate in an Ambiguous Environment

Q9

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Describe a situation where you found yourself in challenging circumstances (e.g. your luggage went missing, you got lost while navigating public transport). Describe how you resolved the situation.

Answered: 193 Skipped: 19

RESPONSES (193) TEXT ANALYSIS TAGS (0)

Assessing Career Integration

Q10

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Describe a situation where your values/beliefs came into conflict with your host culture or community or with other individuals. How did you navigate the situation?

Answered: 193 Skipped: 19

RESPONSES (193) TEXT ANALYSIS TAGS (0)

Looking Ahead: Strategies for Career Integration 2020

- Utilize Pre/ Post Assessment to Map Skill Trends for Semester Long Programs
 - Sharing out data to academic departments to promote skill benefits for majors
- Streamline Programming for Off-Campus Study & Internships
 - Pre-Departure and Re-Entry Workshops
 - Communications around expectations, grades, cultural competency, etc.
- Develop Programming for Short-Term Faculty Led Programs
 - Historically run independently

QUESTIONS?

Contact Information

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See you at CIC 2020!