

Using Partnerships to Create Career-Focused Short Courses

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- 2nd year focus & developmental model
- Immersion course model
- Partnerships between LAC and CS offices



Basic structure career courses

Self-assessment

Toolkit

World of Work



2nd Year Experience

- Campus-wide initiative with a focus on retention
- Timing within 2nd year for Career exploration coursework and Learning Abroad
- Embedded course model



2nd Year Data

National trend toward 2nd-year initiatives

- 66% of institutions have or are developing (Keup, Gahagan, & Goodwin, 2010).
 - 2 key components include: Career Planning & Study Abroad

University of Minnesota-specific:

- Adopt common outcomes (Second Year Experience Working Group, 2012) –
 - Sense of purpose
 - Sense of community
 - Sense of self
- We historically lagged behind our peers in retention of 2nd to 3rd year students, and aim to continue upward momentum (Casper, J., Khoury, A. Lashbaugh, K. and Ruesch, A. 2011).



2nd Year Data

Academic Challenges

- Major Decisions
- Faculty Contact

Developmental Challenges

- Student Motivation
- Career Development



2nd Year, 1st Career: From Local to Global

Embedded class model

- “Teaser” for 1st experience abroad / away
- London, UK
- Fall-semester / winter break



2nd Year, 1st Career: From Local to Global

Local

- Half-semester course on home campus
 - Self-assessment
 - World of work exploration
 - Career skills building

Study Abroad in London, UK

- Winter Break
 - World of work exploration
 - Career skills building
 - Self-assessment



Structure of Immersion Course

- 3 credits
- 3 weeks
- Unknown group parameters
 - Open to all majors
 - Any undergraduate year
- Brief “introduction” prior to departure
- Retreat as capstone at off-site location









World of Work



Comparative Nature of Career



Study Abroad Perspective

- Unique focus: informational interviews, job shadowing, panels of experts
- Student expectations



“As long as people believe that their way of being in the world is the only or the best way; it is very difficult for them to see alternative perspectives or to engage in reflective discourse” (Cranton, 1994, p. 196).



Skills

- Function as a team member
- Effective interpersonal communication
- Learn new ideas quickly
- Appreciate and interact with individuals different than yourself
- Creative/innovative thinking
- Competency in a field of study



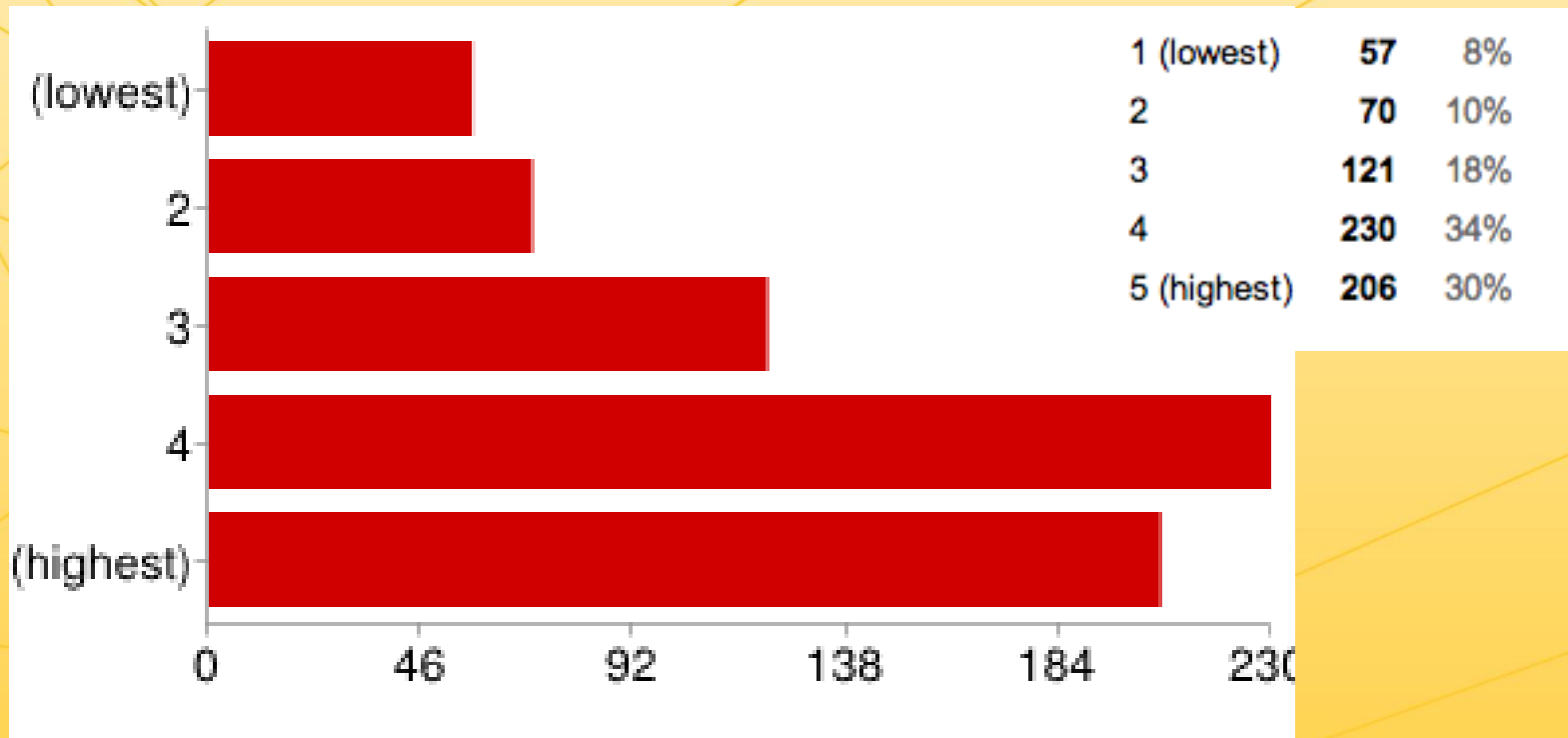
Employers of UofM Grads Top Ten Skills

- 1. Function as a team member**
- 2. Effective interpersonal communication**
- 3. Learn new ideas quickly**
4. Identify, define, and solve problems
- 5. Appreciate and interact with individuals different than yourself**
6. Critical and analytical thinking
- 7. Creative/innovative thinking**
8. Locate/evaluate information
- 9. Competency in a field of study**
10. Writing skills

2011 employer survey conducted by CDN

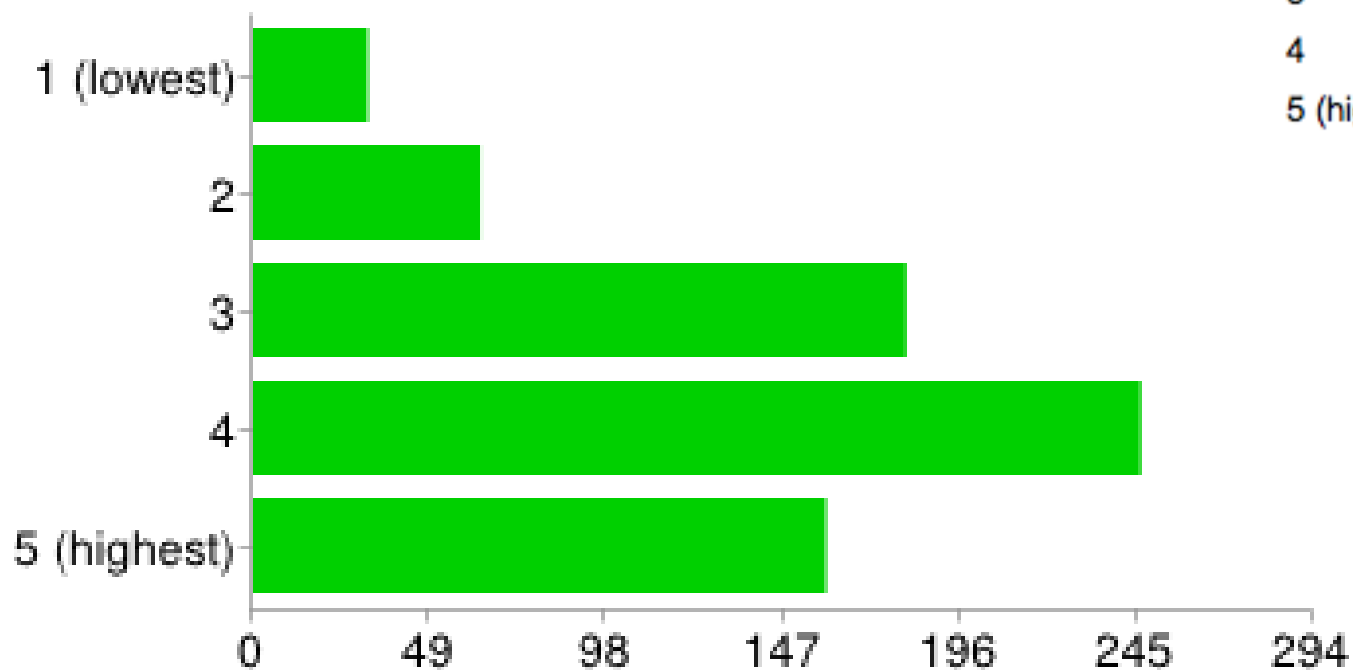


To what extent do you consider your study abroad experience was worthwhile for acquiring skill sets that influenced your career path?



To what extent do you consider your education abroad experience worthwhile for the enhancement of your ability to work on multicultural teams?

1 (lowest)	32	5%
2	63	9%
3	181	27%
4	246	36%
5 (highest)	159	23%



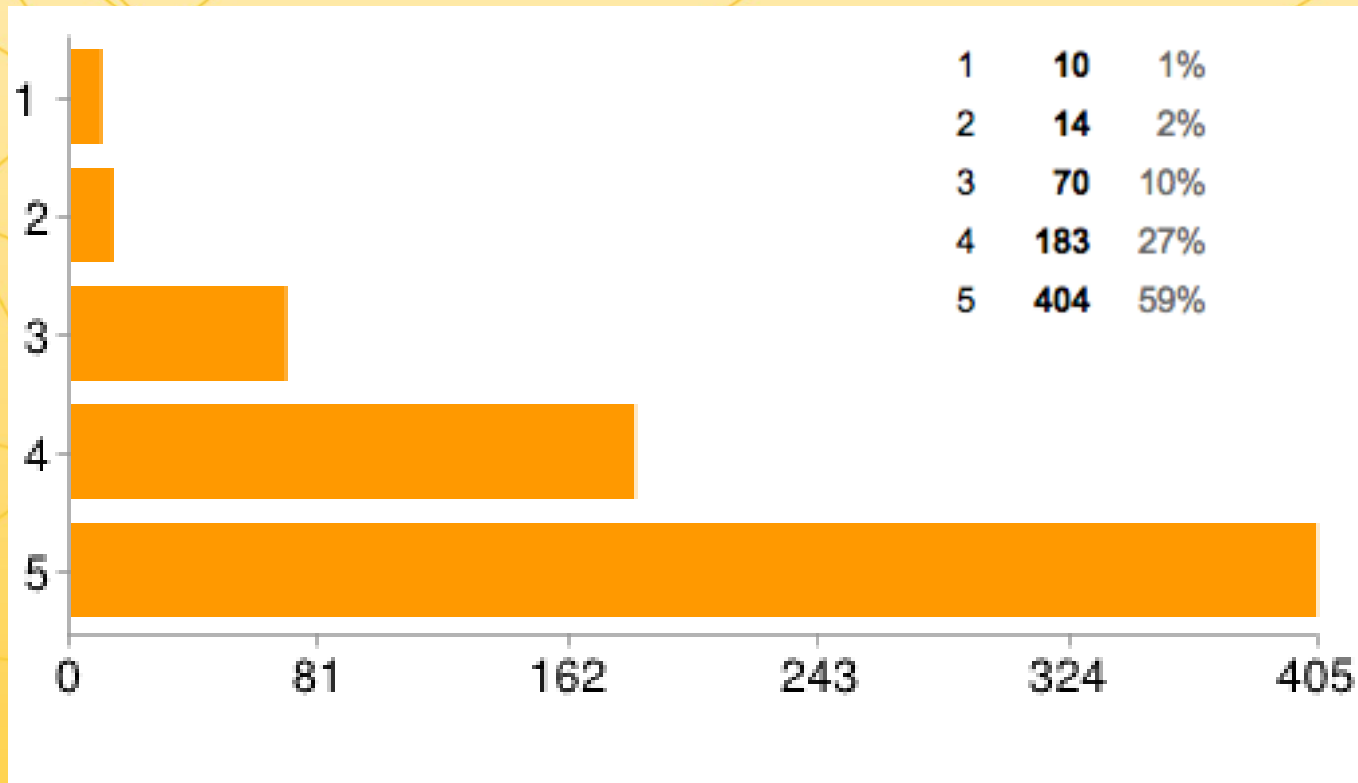
Identity



“If we have no separate identity, no clear sense of self, we cannot pull back from the messages we have absorbed from others in order to see which frames of reference belong to us as individuals and which have been absorbed without reflection”.

Kegan, 2000, p. 196

To what extent do you think your education abroad experience has had a lasting impact on your worldview?



Why should we do it?

