HOW STUDENTS INTERN & LEARN

INVESTMENT IN ASSESSMENT

USE THE EXPERIENTIAL LEARNING MODULE

Presented by:
Amy Morrill Bijeau, Director, Experiential Education
School of Professional & Extended Studies (SPExS)
Managing Your Screen and Audio

To Minimize the Control Panel

- Minimizes the control panel to the right side of your screen
- Re-opens the control panel

To Minimize the Presentation Area

- The blue button with the white square will maximize the presentation to fill your screen
If You Would Like to Ask a Question…

Use the Questions Panel

Use Twitter

#InvestmentinAssessment
Please Take A Minute to Complete Our Evaluation

Please take a minute to provide your thoughts on the presentation.

Thank You!
1. Introduction
   • What’s the problem?
   • Here’s our solution.
   • Learning objectives defined

2. Internship Milestones
   • Experiential Learning Form
   • Rewards are delicious

3. Internship Assessment
   • Instrument
   • Process
   • Assessment Results
   • Here>>>Career
“Narrow technical skills have a shorter and shorter lifespan, and a lot of employers are … aware of that” AAC&U’s Deborah Humphreys commented.

“[Employers] want evidence [that] graduates have some aptitude in field-specific skills, but what’s more important to them is broad, cross-cutting capacity.”

Inside Higher Ed

http://www.insidehighered.com
“More Than a Major” April 10, 2013 - 3:00am By Zack Budryk
Well-Prepared in Their Own Eyes

Survey finds that college students think they are being well-prepared with the skills and qualities needed for careers. Employers are dubious.

By Scott Janschik // January 20, 2015

WASHINGTON -- It turns out that college students are being well-prepared for their future careers -- at least in their own minds. Ask employers, and it's a very different picture.

The Association of American Colleges and Universities (AACU) asked groups of employers and college students a series of similar questions about career preparation. They could be scary reading for many students and the college educators who are trying to prepare them for careers. AACU is releasing the survey results today, in advance of the annual meeting at which the group will mark its centennial.

Consistent with past AACU surveys, this one found that employers are concerned about new graduates having a range of skills in areas like communication and team work -- and that
AU SPExS WORKS

- American University founded School of Professional & Extended Studies (SPExS) in 2012
- Engaging center of experiential learning drawing on the tradition of the 70-year old Washington Semester Program
- Symplicity Career Services Management software provides the system for assessment
These programs require internships and rely on Symplicity:

- Washington Semester Program
- Washington Semester Summer Internship Program
- Washington Mentorship Program
- AU Gap Program
- Graduate & Professional Studies
- Partner Programs
SPEXS BY THE NUMBERS

4000 contacts
8000 internship openings
700 students per year
Role of Internship Professor & CSM Faculty Module

- Provide academic grounding for internship
- Use course syllabus with clear learning outcomes
- Offer assistance and advice in internship search
- Review academic assignments during the semester
- Serve as point of contact for on-site Internship Supervisor
  - “Forgotten Educator”
- Utilize assessments to determine final grade
At the conclusion of this course, students will be able to:

• Demonstrate professional skills such as resume and cover letter writing as well as job searching
• Explain and give examples of the value of integrating “thought and action” i.e. academia and practice
At the conclusion of this course, students will be able to:

• Describe and apply strategies of professional communication and conduct
• Articulate understanding of how to be successful in diverse and complex workplace environments
At the conclusion of this course, students will be able to:

• Present a self-analysis of what was learned from the internship experience and course including evaluation of strengths and weaknesses, as well as growth in content knowledge of the field
• Compare and contrast professional opportunities in this and related fields
SPExS INTERNSHIP MILESTONES

Access SPExS Internship Web
- Login
- Engage in search
- Meet online

Participate in Orientation + Internship Fair
- Learn in skills workshops
- Meet faculty & supervisors

Complete Experiential Learning Form (ELF)
- Get internship approved
- Track internship tasks and time

Complete Midterm Evaluations
- Self-evaluation
- Supervisor evaluation of student

Attend Here>>>Career
- Complete skills-development workshops

Complete End of Semester Evaluations
- Self-evaluation
- Program evaluation
- Supervisor evaluation of student
3-way Agreement

Student ➔ Internship Supervisor ➔ Professor
EXPERIENTIAL INCENTIVES & REWARDS

Keebler Elf Fudge Original
Elfwich

INTERN & LEARN
INCENTIVES TO INTERN & LEARN
**Experiential Learning Form (ELF)**

**EXCERPT**

Name

Student's Direct Office Supervisor's Name

Office Supervisor's Position Title

Office or Agency's Name

Office or Agency's Address

Tel, Fax, Email

**Proposed Intern Duties and Responsibilities**—Please briefly the specific tasks that the student-intern will be expected to perform in your office. In filling this section out, please note that to ensure academic credit no more than 85% of the student's work time may be spent on routine clerical tasks:
Students and Supervisors Receive Email Requests to Complete ELF & Evaluations

- ELF: week 2
- MIDTERM: weeks 7-8
- FINAL: weeks 14-15
Assessment of Internship Learning
Midterm and End of Semester Evaluations
Completed by Supervisors about Student Performance &
Completed by Students for Self-Reflection

Skills displayed in the following areas this semester to date:

> Outstanding > Good > Average > Below Average > Unsatisfactory > N/A

1) Attitude to Work/Intern
2) Dependability
3) Quality of Work Performed
4) Judgment
5) Initiative
6) Teamwork
7) Adaptability and Flexibility
8) Problem-Solving
9) Written Communication
10) Oral Communication
11) Listening Skills
12) Overall

• What skills have developed that are applicable to future work experiences?
• What skills need development?
• Comments and other assessment feedback:
• Grade:
How do students perceive themselves?

Image credit: https://usercontent2.hubstatic.com/1900360_f260.jpg
How do supervisors perceive students?
Students and supervisors share similar evaluations for:

- Dependability
- Adaptability/Flexibility
- Attitude to Work
- Initiative
- Overall
- Judgment
- Listening
Dependability

- **Outstanding:**
  - Supervisor: 67.28%
  - Student: 54.97%

- **Good:**
  - Supervisor: 23.30%
  - Student: 40.31%

- **Average:**
  - Supervisor: 7.59%
  - Student: 4.19%

- **Below Average:**
  - Supervisor: 0.79%
  - Student: 0.52%
Adaptability/Flexibility

- **OUTSTANDING**
  - Supervisor: 70.68%
  - Student: 68.06%

- **GOOD**
  - Supervisor: 21.47%
  - Student: 29.84%

- **AVERAGE**
  - Supervisor: 5.50%
  - Student: 2.09%
Supervisors & students exhibited differences in:

- Teamwork
- Oral Communication
- Problem Solving
- Quality of Work Performed
- Written Communication
Written Communication Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>Supervisor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>53.93%</td>
<td>48.17%</td>
</tr>
<tr>
<td>Good</td>
<td>43.98%</td>
<td>32.46%</td>
</tr>
<tr>
<td>Average</td>
<td>7.07%</td>
<td>4.97%</td>
</tr>
<tr>
<td>Below Average</td>
<td>0.79%</td>
<td>0.52%</td>
</tr>
</tbody>
</table>

OUTSTANDING | GOOD | AVERAGE | BELOW AVERAGE
Quality of Work Performed

- **Supervisor**
  - Outstanding: 60.21%
  - Good: 52.36%
  - Average: 44.50%
  - Below Average: 5.50%, 2.62%, 0.79%, 0.26%

- **Student**
  - Outstanding: 52.36%
  - Good: 44.50%
  - Average: 2.62%
  - Below Average: 0.26%
Symplicity CSM: SPExS Works

SPExS uses Symplicity:
- Join the “Experiential Learning” user group
- Engage with the module
- Know the software options and technology
Here>>>Career Series

- Take Charge of Your Career Development
- There is Life After College
- Bridge the Skills Gap: Land a Job
- Write Right
- Learn LinkedIn.com Lab
THERE IS LIFE AFTER COLLEGE

WEDNESDAY
OCTOBER 18
6:00 PM
BUTLER BOARD ROOM
6TH FLOOR
BUTLER PAVILION

BY JEFFREY SELINGO

Jeffrey Selingo is a best-selling author and award-winning columnist who helps students imagine the future and how to succeed in a fast-changing economy.

BOOKS AVAILABLE

QUESTIONS? REACH OUT
morrill@american.edu
or 202-895-4967

AMERICAN UNIVERSITY
SCHOOL OF PROFESSIONAL & EXTENDED STUDIES
AMERICAN.EDU/SPEXS

HERE>>> CAREER
WRITE RIGHT
FOR YOUR INTERNSHIP PERFORMANCE
WEDS, JAN 18 | SVB ROOM 618
12 NOON | PIZZA SERVED!

LEARN TO IMPROVE COMMUNICATION SKILLS AND ENHANCE WRITING.
GET TIPS TO BOOST YOUR INTERNSHIP PERFORMANCE FROM ESTEEMED JOURNALISM
PROFESSOR GIL KLEIN, FORMER PRESIDENT OF THE NATIONAL PRESS CLUB. SNACKS PROVIDED!

Rsvp: https://goo.gl/forms/TzHhQs71nDQ0n3OE3| Questions? Contact morrill@american.edu

SCHOOL OF PROFESSIONAL & EXTENDED STUDIES (SPExS)
AMERICAN UNIVERSITY

HERE>>>CAREER upcoming...

- Learn LinkedIn.com Lab (Bring your laptop) (Weds, Jan 25 @ 5:30 pm) Lana Knox & Amy Morrill Bijeau
- Pathways to Graduate School (Tues, Feb 21 @ 6 pm) Heather Heckel
- Here to Career: Advice from Alums (Sun, Mar 26 @ 6 pm) John Calabrese Room 100
She replied, "Someone who takes feedback well. Because people who can take feedback well are people who can learn and grow quickly."

An Airbnb leader asked Sheryl Sandberg, "What's the number one thing you look for in someone who can scale with a company?"

She replied, "Someone who takes feedback well. Because people who can take feedback well are people who can learn and grow quickly."
CONTACT ME

and join the Symplicity “Experiential Learning” user group!

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American University
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