

Task Force on Life after Lawrence

Final Report

May 4, 2018

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Section I. Introduction

The Life after Lawrence Task Force was charged with assessing the needs of students and best practices for career services to better prepare students for meaningful lives and careers. Over the past academic year, the Task Force has gathered information from peer institutions, prospective employers and graduate schools, and members of our campus community. We have met frequently to develop an aspirational plan for the University that answers the central question: How can we better prepare every student on this campus for Life after Lawrence?

The following report details several strategic initiatives and improvements that we believe are essential for Lawrence to implement in order to fully prepare our students for the rapidly changing world in which we live. Based on Task Force research done through its subcommittees, site visits by members of the Task Force, and feedback from the Lawrence community, four themes form the core of our proposal and highlight the changes we believe Lawrence must aspire to:

- Creating a culture in which exploration and learning about career, graduate and professional school begins early and happens often for all students;
- Enhancing partnerships between faculty, career and student life staff, employers, graduate and professional schools, and last but certainly not least our alumni;
- Linking more clearly academic and career advising;
- Establishing a career center that is resourced and organized to meet the needs of our students.

While implementation of these recommendations will not happen overnight, we hope this report will foster a conversation on campus that leads to culture change related to career and life exploration and the enhancement of the way we prepare our community at large for Life after Lawrence.

Section II. Strategic Framework and Vision

Lawrence University's mission as a liberal arts college and conservatory extends beyond the conferral of degrees and the development of each individual academically; our mission includes preparing students for lives of achievement, responsible and meaningful citizenship, lifelong learning, and personal fulfillment. As defined by Lawrence's strategic plan, *Veritas est lux*, Lawrence must emphasize and foster the skills that enhance a student's career profile in both the curricular and co-curricular offerings to prepare students for the future as global citizens in a complex and challenging world. Our students are highly motivated, eager to explore and find their educational focus; we want them to leave campus grounded in a self-defined vision, with a roadmap from Lawrence to lives of leadership and careers that will be challenging and fulfilling. Accordingly, the Life after Lawrence initiative will continue to be one of the University's central priorities. This report along with the accompanied strategic framework outlines the strategies and initiatives to achieve this over the next five years.

Successful student career exploration, preparation, and engagement is a responsibility shared by those working most closely with students. Valuable experiences that help students discover their potential and shape their own career decisions can be found in a multitude of on campus interactions—academic, athletic, and co-curricular—involving faculty, coaches, residence life advisors, human resources professionals and hall directors. Alumni also offer essential guidance and connections. Enabling strong connections among these groups will provide the sort of advisement, coaching, and experiences in career exploration that set the stage for the success of students of all backgrounds in their lives after Lawrence.

The faculty, Student Life staff, athletic coaches, and the advisors in Career Services need to work in a collaborative manner to provide students with attentive, engaged coaching. Faculty need to continue to take the lead in advising students in the selection of first-year courses and the choice of academic major while Student Life staff, including Career Services, advise on co-curricular pursuits, internships and experiential learning, and, ultimately, the pursuit of a job or post-graduate work. The goal is to clearly link these two processes for the benefit of every student. On all of the campuses we benchmarked the head of the career center led this collaboration by linking these multiple interactions on behalf of the student, with each department understanding and respecting the other's area of expertise. Only by working together can we provide the richest possible range of student encouragement and support in making decisions that lead to a successful life after Lawrence—whether that be through directly entering the work force, preparing for graduate school, or engaging in meaningful service work. Our shared goal is that the next step after Lawrence for each student is a step towards self-fulfillment and success.

Beyond ensuring that students have robust career coaching, the University also strives to exceed employers' expectations in training students for the contemporary and future world of work. This will require close coordination among the Center for Academic Success, the faculty director for academic advising, Conservatory administration, multiple Student Life departments, and Career Services. Our aspiration is to change campus culture and provide a transformative experience for our students which will require many groups including appropriate faculty committees, various departments in Student Life, and the department of Alumni and Constituency Engagement. This effort will be led by the Executive Director of Career Services, with significant engagement from the Vice President for Student Life and the Provost, and support from faculty, administration, alumni, trustees and parents. The Executive Director will need to lead the Life after Lawrence initiative, providing scale and authority within the University community to ensure its success. As we strive to educate the whole student, we must integrate career preparation within the undergraduate experience.

Communication by connecting students with peer advisors, employer and alumni mentors, or in developing students' presentation and interviewing skills, should be a priority. Lawrence needs to utilize the latest technology platforms to empower students to seamlessly connect with influential people who can positively impact their career exploration and professional development. We need to coach students in the various modes of interviewing to ensure they will be confident, polished, and persuasive in communicating their professional potential. Our goal is that all Lawrence University graduates will have the critical skills needed to succeed—not only in the work environment, but in life.

Section III. Background

Lawrence University's strategic plan, *Veritas est lux*, recommended the establishment of the Life after Lawrence Task Force in order to research existing ways Lawrence supports students' career development, find aspirational programs at other institutions, and determine the best practices that would fit Lawrence's goals and resources. *Veritas est lux* asked us to create an intentional career and life planning exercise for every student, beginning in their first year on campus. It also asked us to enhance curricula that reinforce connections across knowledge and experience, and that prepare students to thrive and engage in a complex and evolving world. Specifically, the plan notes the need to determine how the Life after Lawrence initiative might make more salient in all academic disciplines those academically-developed skills that are vital to success in 21st century working environments.

An external review of Career Services at Lawrence University occurred on June 25-27, 2017 and preceded the work of the task force. Joe Du Pont, associate vice president for student affairs/careers, Boston College, and Teresa Olsen, assistant vice president of institutional advancement/director of career services, Colgate University, constituted the review team. The reviewers considered how Lawrence University might best support career discernment, prepare and launch its graduates, and evaluated the current status of Career Services. The review team spoke with President Burstein; Ms. Kane, Dr. Fessler, and Mr. Wong of the Board of Trustees; and incoming Vice President for Student Life Christopher Card. The reviewers also met with the Career Services team and with over sixty Career Services core stakeholders: faculty, students, and campus partners from student affairs, athletics, admissions, enrollment planning, alumni relations, development, and student success.

Our outside reviewers made it clear that the management, organization, and execution of career services as an industry has fundamentally changed within the last ten years. As one source stated, "The days of career services simply being a brick-and-mortar center are over. Today, career services must become a presence that permeates the institutional culture and experience."¹ The reviewers outlined three primary drivers of this change:

1. Heightened expectations on higher education to accelerate a student's career success;
2. Changes in how the world of work is organized and accessed by college students;
3. The demand that college educated students be "career ready" entering the workforce.

The national dialogue on the value of an undergraduate degree has particularly touched liberal arts schools, where the nexus between a student's course of study and employment is in many cases not linear. The external review outlined five trends that have become central to the work of the task force:

¹ 10 Future Trends in College Services (Cruzvergara & Dey, 2014)

- *An institution's success in achieving post-graduate outcomes and demonstrating the connectivity of support structures that reinforce those outcomes directly affects enrollment and retention decisions.*
- *Investment in career preparation has differentiated institutions within a competitive market.*
- *Employers expect students to be "career ready" at the point of graduation.*
- *Student competitiveness in post-graduate application processes is directly correlated to their accumulated experience and the clarity and conviction of their path.*
- *Employers' hiring strategies are evolving, requiring new tactics in the career center.*

Additionally, according to the External Review, in the past ten years many schools, including peers to Lawrence, have made significant investments in career services as a means of distinction. This investment has taken various forms: adjusting reporting lines, constructing and renovating facilities, adding staff, launching alumni engagement strategies, and raising significant endowments for operations and internship support. Institutions that have highlighted this type of initiative include Colgate, Denison, Franklin & Marshall, Grinnell, St. Olaf, and Wake Forest.

Industry surveys and reviews reinforce our external reviewers' observations that Lawrence is often behind its peers across key metrics that measure student preparedness for life after graduation. According to the 2016 National Survey of Student Engagement (NSSE), less than half (49 percent) of Lawrence students feel they have acquired "job or work-related knowledge and skills" relative to their peers at 56 percent. The College Scorecard, which provides data on post-college earnings for students who participated in federal financial aid programs, indicates that Lawrence graduates are behind their peers at benchmark institutions when looking at average salary after attending. For example, a Lawrence graduate's average starting salary in 2016 was \$41,700 as compared to Grinnell at \$44,300, St. Olaf at \$47,300 and Carleton at \$52,600. Certainly, we aspire to more than strong compensation outcomes for our graduates. But this difference could be indicative of a lack of preparation and access to more fulfilling employment opportunities.

Data from Human Capital Research Corporation, a firm that surveyed Lawrence's past two years of admitted students, reinforces the focus on this initiative. They found that "career-focused, pre-professional curriculum" ranked in the top five learning opportunities that our admitted students hope to experience during their undergraduate education. Of those students who have decided to attend Lawrence, 79 percent rate Lawrence as "superior or on par" with other top school choices for this attribute. However, among students who decided to *not* attend Lawrence, only 59 percent rated Lawrence as "superior or on par" and 22 percent rated it as "inferior" to other top school choices.

The External Review also highlighted several observations and recommendations specific to Lawrence's own Career Services center. The report concluded that while there have been significant improvements in Career Services, there remains a noticeable gap in the

department's actual and expected performance as compared to the vision established in our Strategic Plan, as well as to career services best practices, industry trends, and the performance of Lawrence's institutional peers. In summary, the External Review included the following observations of our existing Life after Lawrence initiatives and made concurrent recommendations.

| OBSERVATIONS | RECOMMENDATIONS |
|---|---|
| 1. There has been no university-level strategic direction or leadership for career services. | <ol style="list-style-type: none"> 1. Determine threshold questions: How does Lawrence define "career/work preparation" and "professional success" of its students? How can distinct entities' work be connected to create an edifying effect for students developing a concept of their post-graduate life? 2. Determine nexus of leadership for advancing Lawrence's vision for career development: Is career preparation/success of Lawrence students solely a Career Services' deliverable, or a shared responsibility attributed to multiple entities? Which entity will be accountable to provide sustained leadership for this vision? |
| 2. Current operational funding is problematic and makes Lawrence an outlier among peer institutions where career services is prioritized. | <ol style="list-style-type: none"> 1. Invest more in career-related support of its students. 2. Streamline/coordinate resources that support internship and experiential funding. |
| 3. Significant opportunity is being missed to cultivate and steward stakeholders. | <ol style="list-style-type: none"> 1. Alongside externally-facing colleagues, develop strategies to enact comprehensive external relations that serve larger institutional goals. 2. Create a plan for strategic growth within employer relations. |
| 4. Career Services' efforts are well intended and the staff committed, but the center's operations are not reflective of a strategic focus and measurable outcomes. | <ol style="list-style-type: none"> 1. Ensure professional standards are understood and achieved for individuals facilitating career guidance and employer development for Lawrence students. 2. Create a comprehensive four-year career development and engagement plan that can be utilized as a tool by colleagues across campus. 3. Develop culture of assessment/business intelligence tied to career support of students. 4. Revisit communications efforts to adjust for tone and audience. |
| 5. No meaningful plan for catering career resources and services for unique student populations' career success. | <ol style="list-style-type: none"> 1. Determine what is distinctly different about the career ambitions of Lawrence students that should be considered in career planning. 2. Build industry-specific career-related knowledge and resources. 3. Revisit the current pre-professional and fellowships advising structures. |

The External Review points to many opportunities for Lawrence to improve the way it “educates the whole student”; it specifically focuses on and drives preparation for life after Lawrence. The task force also focused on existing strengths that should be celebrated and could serve as a nucleus for future enhancements. For example, the National Science Foundation ranks Lawrence 28th among baccalaureate granting institutions in the country for production of PhDs, sandwiched between Johns Hopkins and Duke. A list of existing programs can be found in the appendix. Even with this success and work this year to improve the programs we offer, there is still an immense opportunity to think more strategically about how career exploration, decision, and preparation occurs and to connect key departments to better serve our students. As described in *10 Future Trends in College Services*, “The mission of the career center of the future will be to build meaningful connections through partnerships and develop career communities of learners and networkers that engage student and alumni for a lifetime.” This report will outline a vision for this initiative which will then need to be implemented through the University’s shared governance structure.

Section IV. Process Overview

The Life after Lawrence Task Force was initiated in fall of 2017 with the goal of completing its work by the end of the academic year. The initial membership of the task force included 18 Lawrence staff, faculty, members of the Lawrence University Board of Trustees, students, alumni and community members. Membership of the task force grew to 30 due to the nature of the research and the desire for additional expertise. New members brought a broader perspective on Lawrence graduates in the workforce and specialized expertise in students' career development. A complete listing of task force members is in the appendix. The task force was led by three tri-chairs, alumni and members of the Board of Trustees Rick Fessler '74, Joanna de Plas '94, and Andrew Wong '06.

To accomplish the ambitious tasks outlined in the charge, also included in the appendix, the task force divided members into three subcommittees. Each of the tri-chairs led the efforts of one subcommittee. The goals of the first subcommittee, Exploration and Supporting Students of All Backgrounds, were to determine ways to help students think about their careers more deliberately throughout their time in college and to consider how diverse backgrounds shape the way students think about the future and career possibilities. The second subcommittee, the World of Work, explored the boundary between Lawrence and careers, including student preparedness for taking their next professional step. The third subcommittee, Curriculum and Learning, tried to identify key areas where career conversations could be integrated into academics and advising. The subcommittees were staffed by the vice president for student life, the president, and the provost respectively. All had faculty, student, alumni, and staff representation from both the college and the conservatory. Much of the research and discussion that took place at the subcommittee level informed the initial framework of suggestions to rejuvenate career exploration and preparation.

The subcommittees of the task force met at a frequency that matched their needs, ranging from biweekly to monthly. The tri-chairs met with the administrative officers and chair of the board of trustees approximately every two weeks. These calls helped coordinate work among the committees and with administrative efforts.

The full membership of the task force met a total of six times over the course of the working year. The task force also met on campus three times in conjunction with the meetings of the Board of Trustees (October 2017, February 2018, and May 2018). The task force held three additional conference calls between meetings (September 2017, January 2018, and April 2018). The task force relied on faculty meetings and campus-wide town halls to gain guidance and insight.

For benchmarking purposes, the task force selected four liberal arts institutions with aspirational career services programs to visit and examine at a deeper level. These institutions were either recommended by the external reviewers or by members of the task

force who had had positive interactions with graduates of those schools. The schools visited included Grinnell College (December 4-5, 2017), Colgate University (January 10, 2018), Carleton College (January 24, 2018), and St. Olaf College (January 25, 2018). An in-depth interview with Career Services colleagues at the College of Wooster provided additional insights. Notes from the site visits are included in the appendix of this report.

In order to better understand Lawrence's relationship with important employers, as well as to learn how Lawrence graduates are perceived as applicants, the World of Work subcommittee conducted eleven qualitative interviews with employers who had hired more than one Lawrentian in the past five years. The interviews provided insights into our students' strengths and weaknesses in the hiring marketplace, and into the connection each of these core employers had with Lawrence.

Section V. Key Findings

Research in the area of career services suggests that students need to begin engaging in career preparation sooner and more intentionally in order to be competitive in today's marketplace. A number of colleges have made career preparation a priority by introducing students to the concept early and by emphasizing it as a part of the college experience, beginning with admissions office marketing. Lawrence will need to significantly increase its resources, adopt new strategies, and strengthen the learning experiences and services we offer to meet this goal.

To determine the key areas to address in preparing Lawrentians for graduation, the task force utilized the data gathered from initiatives described in the previous section to identify key findings that have informed the recommendations below, along with their priority in terms of execution.

A Culture Focused on the Future

Anecdotal evidence from students and administration, paired with discussions with students from the four site visits, implies that students do not engage in considering life after Lawrence early enough, partly because of organizational intimidation and/or the lack of a sense of urgency, and partly due to a lack of capacity and time. One factor that may contribute to intimidation is the atmosphere of Career Services. At all of the institutions we visited, the career center had a busy lobby with many students coming and going. St. Olaf students were greeted by student workers who led them to work stations for one-on-one interactions. This welcoming atmosphere made it easy for students to drop in without an appointment and to meet with a peer to ask questions. Students also pointed out a lack of diversity in the professional staff; this, too, can be a source of hesitation for visiting the department. All four site visit institutions noted this issue and worked to hire student employees and professional staff that reflected the diversity of the student body. Another common theme from students was that they do not feel they have time to think about their future career given their current workload. We need to find ways to integrate career, graduate and professional school, and service discussions into the daily lives of students.

Employers' Perspectives

Many interesting themes emerged from the interviews with hiring managers and supervisors of organizations that are important to Lawrence. Potentially most surprising, all the employers and internship supervisors we spoke to would like to see more communication with a counterpart at Lawrence to regularly assess needs and expectations. Even though we selected only what we consider our deepest relationships, each employer mentioned that other schools have established stronger connections.

Employers told us that shadowing and externships provide great exploratory opportunities that allow students to consider attributes such as organization size, location, and growth potential when considering their own employer choices. Employers expect students to have

at least two quality professional experiences to be competitive. Students should begin taking advantage of internships, research or service opportunities by their sophomore year.

Most of the interviewers mentioned that the skillsets of Lawrence students are impressive, but students need to be able to better communicate their story. Students should emphasize valuable experiences and skills such as on-campus jobs or leadership opportunities; these are often the qualities that set candidates apart. We can also help students to see their growth over time and to learn the best language to use in communicating the skills they have developed from past experiences. Employers would also like students to be more prepared and familiar with their organizations during interviews and networking conversations.

Many also mentioned that we need to better connect students to networking and career technology so that they can learn about particular fields and jobs of interest earlier. Students reach out to alumni and employers too late, after the formal internship recruiting process has ended. A more professional relationship between Lawrence, employers, and alumni could help improve these communication lines.

Themes from Peer Institutions

The site visits were an invaluable source of ideas and information for the task force. Below is a summary of the themes from these institutions that dramatically improve career development opportunities and student engagement on these campuses.

All four institutions valued the exploration or discernment process and encouraged students to use their first two years to explore the curriculum. However, there was no evidence of programs specifically designed for guiding students through the career exploration process. Instead, students were encouraged to build personal relationships with the career advisors early. The advisors rely heavily on one-on-one interactions to guide students through the discernment process. Assessment tools used to determine personality traits and work preferences (such as Myers Briggs) are used for informational purposes to get students thinking about their post Lawrence options.

Central location and space have a significant impact on attracting students to the career center. The centers at all four institutions tended to be in (or were being located to) high traffic locations that also allowed for deep one-on-one connections. Peer (student) advisors served an important role as ambassadors in getting their fellow students engaged with Career Services. Having students be the initial point of contact for Career Services allowed for a less intimidating preliminary career conversation. Peer student advisors also increase a sense of energy and vibrancy in the office and act as champions of the career center and its services.

Each visited institution has unique methods of differentiation for their various student populations, many of which could be adapted to fit the needs of Lawrence. Though all institutions agreed that it is important to monitor distinct student populations and groups

that are underutilizing Career Services resources, there was limited evidence of specific programs for special populations. “On-demand” programming was a common offering when Career Services was approached by specific groups. However, these programs were not consistently scheduled as a part of a Career Services catalogue.

Partnerships and collaborations were key to providing strong advising and maximum opportunities for students. This includes partnerships with external organizations and alumni as well as among campus colleagues. All four institutions stressed strong partnerships with the academic advisors who also serve as advocates for Career Services. Alumni are the main source for internships, job postings and job shadowing opportunities. It is common for the office of Career Services and the alumni relations team to share a database or CMS system. Sophisticated and easy to use technology played a large role in connecting students to alumni, internships, jobs and other experiential learning opportunities.

Allowing students to self-select into a Career Community to explore careers within a particular field of interest, regardless of their major, was common and valuable. For example, students interested in a career in health care are targeted for programming related to medical science, nursing, dentistry, etc. This exposure may lead a student down paths they had not previously considered.

Each institution followed a model that was effective for its individual needs when it came to pre-professional advising. Some models housed pre-professional advising in Career Services, others utilized faculty members as pre-professional advisors. It was clear that regardless of the model, the advisor needs to have expertise in that particular field. For example, Grinnell chose to hire a former admissions advisor from a medical school to serve as their pre-med advisor to improve student applications.

The Need for more Resources

Lawrence is not supporting Career Services on a proportionate scale compared to the five institutions visited or interviewed by the task force. Other schools have significantly more resources to support career exploration and internship and shadowing programs, and many more staff with direct previous experience to provide career counseling. To meet our aspirations Lawrence needs to allocate additional funding to Life after Lawrence initiatives such as improved programs in Career Services, curriculum development, and a formal alumni mentoring program, in order to be competitive.

Organizational Structure Options

Organization and reporting structure varied among the visited institutions. The main focus was to better link the career center’s activity both with the larger student life enterprise and with alumni, to create more capacity within the center and to increase visibility and outreach. St. Olaf and Colgate shifted the reporting relationship of Career Services to their Development team to foster clearer connections with alumni. Grinnell and Carleton both

maintained a connection to the Student Life division. For Carleton in particular, it was clear that the mission of Career Services is to serve the students; thus, Career Services remains a student affairs department.

Two prevalent models for career advising surfaced in our research. The first casts career advisors as generalists, advising students from first year through senior year in any career field. The other method sees career advisors serving as liaisons to 2-3 specific academic departments or as coordinators of a group of related careers.

Grinnell had a unique approach. Exploratory advisors work primarily with first year and transfer students to determine their values and interests and to explore the type of courses and experiences that might be of significance. After students identify their interests and select a Career Community such as business, arts performance and management, non-profit-social justice, or health professions, students continue their advising journey with the coordinator of that particular community. This model provides students the opportunity to focus on exploration in addition to providing access to a specialist who is knowledgeable in a particular field.

Grinnell also merged three offices on campus to form the Center for Career, Life, and Service. Career advising, fellowships advising, and service and service learning are all housed in this office. Grinnell believes that service also provides career exploration and preparation opportunities. At other institutions faculty and the career center collaborated to provide fellowship advising.

Connection through Technology

The site visits demonstrated that technology can play an important role in connecting students and employers to the career center, and in linking students to internships, job opportunities, and alumni. On the campuses we visited students are encouraged to use LinkedIn or internal software programs to create a personal profile for networking. Two of the schools were looking into tools that would allow advisors to share notes. This would help to bridge the gap students experience when transitioning to a new advisor. Grinnell and St. Olaf were exploring apps that would allow students to set up appointments from their mobile devices.

St. Olaf is actively using Handshake, a software used by over 475 universities, and Grinnell is exploring transitioning to this product. Handshake is a recruiting software that allows students to view job postings that are targeted to their institution as well as postings from other schools that use Handshake. Students are able to make a profile that is visible to employers who also use the program, and encourages quick, targeted connections. St. Olaf uses Handshake's many other capabilities to check people into the office and register students for Career Services events. Lawrence was in the process of searching for a new platform to replace LUWorks during the 2017-18 academic year and decided to utilize Handshake, which will be available for Lawrence students to use by fall of 2018.

Pairing Academic and Career Advising

It was clear that a key component for integrating conversations about career into everyday life for students is a strong relationship between career and academic advising. All schools visited had programs in place to strengthen this connection. At Grinnell, for example, faculty advisors are encouraged to question students about career choices and to consider a student's career aspirations when advising, but advisors ultimately refer students to the Center for Career, Life, and Service for specific guidance.

St. Olaf follows a similar protocol but provides academic advisors with resources, such as First Destination outcomes and training programs, to help integrate career advising into their conversations. Pre-med students are a perfect example of a group that needs heavy involvement from an academic advisor in their future planning. Carleton similarly provides career-focused tools to faculty and work study advisors. For example, students who have completed internships are required to write a reflection paper on their experience. This gives the faculty an idea of the expectations supervisors have of interns and future employees. The pre-med advisor at St. Olaf commented that St. Olaf's career center has introduced a degree of professionalism to career advising which has led in turn to a closer collaboration between faculty and the center.

Exploration and Engagement

An overarching theme of the institutions visited was a conscious effort to create a campus culture where themes of career and life preparation were ubiquitous. Career planning and service were integrated into every experience offered on campus, including course work, research, athletics, and extra-curricular activities. Currently Lawrentians need to see the value in their personal career development and seek out the appropriate advising from Career Services and faculty members primarily on their own. This structure deters students who are too intimidated to initiate a conversation with an advisor or simply think they cannot seek advising until they have selected a major. We want to foster a culture at Lawrence that provides numerous opportunities for students to explore life after Lawrence options across all areas of their college experience, beginning in their first year. For all students, use of career development resources as soon as they come to campus should be expected.

There are many models for developing this sense of urgency around career and life planning. All site visit institutions were liberal arts colleges that encouraged students to explore areas of the curriculum that were interesting to them. These institutions strongly implied that a student's major need not define their career. Exploration plans are one method for introducing students to the concept of career early in their collegiate experience. These plans often provide a map of all four years of a student's journey and help students to think about career development milestones. Schools like Colby, Kalamazoo, and Williams College have clearly articulated processes to create these plans that combine academic and career advising.

Many institutions build a culture around career exploration through integrating career discernment concepts into their curriculum. At Grinnell College, students are not expected to complete any general education requirements other than their assigned First Year Tutorial. It is highly encouraged that students use their first two years to explore courses of interest in addition to attending regular meetings with their assigned Exploratory Advisor in the Office of Careers, Life, and Service. Students are assigned to Exploratory Advisors by tutorial group. Seventy percent of first year and transfer students at Grinnell meet with their Exploratory Advisor in the first year.

Other schools take more aggressive measures of introducing students to career development. For example, Colgate University requires students to have their résumés certified by a Career Advisor before the student is able to access alumni portals, search, or apply for jobs through Career Services. Most students have their résumé certified within the first two years in order to be able to access these resources, enabling Colgate to boast a 97 percent Career Services participation rate.

Section VI. Task Force Recommendations

Metrics

To organize our recommendations and to ensure thoroughness, we have established a system of Objectives, Goals, Strategies, and Measures (OGSM). Each subcommittee worked extensively on this structure to support the development of an implementation plan. In some cases, the data in the goal or measure are already being tracked. In these cases, data sources are noted in the Goals section. In other cases, we are not currently tracking the information, but we feel it is critical to measure progress. Here, the university will work to establish the necessary analytics to track it. When appropriate, an existing survey to capture the information is noted (i.e. “Cap & Gown Survey” in June). We will wait to establish targets once we have an initial baseline. A new annual student survey (LAL Survey) is recommended to focus on some of the Life after Lawrence metrics.

Exploration and Supporting Students of all Backgrounds Subcommittee

Not all students come to Lawrence University with the same experiences. It is important to recognize that these experiences help shape how students think about the future and career possibilities. This subcommittee focused on determining what initiatives need to be customized for Lawrence’s diverse populations in order to help students achieve their highest potential in the direction they choose. This subcommittee also considered ways to better support international students. The following objectives and goals are recommended as a result of their work.

| Students of all Backgrounds Proposed Objectives | Proposed Goals |
|--|--|
| 1. Introduce, engage and support students early in their Lawrence education with Life after Lawrence concepts. | 100 percent of first year students have a meeting with both a faculty advisor and a career advisor. 100 percent of all students have annual meeting with both a faculty advisor and a career advisor in sophomore, junior and senior years. |
| 2. Utilize different communication modes to ensure student engagement. | All seniors score similar to average on “quite a bit/very much” for “Acquiring job or work-related skills and knowledge” (NSSE) |
| 3. Ensure all students have strong work and interviewing skills by fall term of their senior year. | Employers rate 75 percent of Lawrence University interviewees as “among the best” within candidate pool. Employers rate Lawrence University alumni “among the best” of new hires. |

Priority 1

A key strategy in this area is to **determine ways to introduce, engage and support students early in their Lawrence education on Life after Lawrence interests, goals, and objectives.** Students should be thinking about life after Lawrence during their first year on campus. Conversations around values and interests should be consistent and present across career services, curriculum, and advising; these conversations should begin early to introduce students to potential paths to explore. To accomplish this, we will work to create a campus culture in which Life after Lawrence is ubiquitous. It will begin with targeted communications in the admissions process and it will lead students to readily integrate career exploration into all four years of their experience at Lawrence.

One way to encourage this process is to have every first-year student **develop a four-year exploration plan.** The four-year plan will be unique for each student, identifying action steps the student can take not only to choose a major, but ultimately to decide on a career path or to seek further education. The plan will be dynamic and will be updated at least annually through student – advisor conversations. This four-year plan also provides students with the tools and experiences to explore a breadth of options within their career interests, helping them to think more strategically about their time at Lawrence and to build a more well-rounded set of experiences. A part of this plan will be the use of tools that help with the discernment process. Additionally, we will develop better resources for faculty to have career conversations with students.

Another key aspect of this strategy will be to develop more formal alumni connections by building on existing mentoring programs for the 2019-2020 school year. While we have an engaged alumni base and some strong programs that connect students to alumni, like the Lawrence Scholars in Business program, the opportunity exists to improve the alumni connection so that all students have access to alumni in their fields of interest. A part of this set of programs will be working with students before and as they meet with alumni to enhance their ability to define and articulate their skills and experiences. Alumni also play a critical role in demonstrating meaningful and positive community impact in all career areas.

Priority 2

The goal of this priority is to **ensure we are engaging all students in the career exploration process.** We will test different communication methods to determine what is most effective at reaching various student populations. We will also increase our number of peer advisors in Career Services in an effort to reach and engage all students.

Priority 3

Finally, we will work to **expand our interview and work preparation offerings.** Students need to be comfortable talking about their major and previous experiences. They also need to be able to form ties between their experiences and job descriptions or graduate and

professional school programs. We need to enhance students' ability to articulate the advantages of a Lawrence experience and help students communicate the skills gained from extra-curricular activities. Beyond finding that first full-time position, we need to equip students with the skills to navigate career changes once they are employed. A new Workplace Skills training program should be developed to provide rigorous training—including résumé writing and targeted selection interview skills. We will strive to give students “live” situations in which to interview including videotaped sessions, mock interviews with alumni or staff, and Skype interview sessions. To gauge the progress of our students in developing these skills, we will implement a post-interview survey to receive feedback from employers and alumni on student performance during the interview.

World of Work Subcommittee

This subcommittee focused on energizing the boundary between Lawrence University and the world of work. We looked at the way research, internships, and on-campus experiences prepare students for life after Lawrence locally, nationally and globally. The subcommittee also considered ways to significantly increase access to internships. As a result of their work, the following objectives and goals are recommended:

| World of Work Proposed Objectives | Proposed Goals |
|---|---|
| 1. Develop a set of deep partnerships with employers where our graduates consistently find jobs and who consistently provide us with valuable feedback to improve our programs. | 30-40 strategic employers who consistently hire 2-3 Lawrence University graduates |
| 2. Nurture the personal and professional development of our students such that our graduates are seen as “among the best” by employers. | 75 percent of strategic employers report that Lawrence University graduates are “as or better” prepared than other graduates in graduate pool. (Employer Surveys) |
| 3. Provide students multiple avenues to experience the “world of work.” | 90 percent of Lawrence University graduates have at least two meaningful experiential learning opportunities before graduating. |

Priority 1

A critical first step is **to identify the data that will be used to track our progress and inspire key stakeholders including current students, alumni, employers, prospective students and parents.** Lawrence needs to identify the most valuable analytics for our institution, to determine how data will be obtained, the frequency of measurement, and who will be the repository so that it is easily accessed by all stakeholders. Central to this effort is the creation of a data set of Lawrence graduates that is accessible and searchable and can be

used as a resource by current students, alumni and employers. Lawrence must also become more adept at utilizing key statistics on outcomes such as first destination survey, medical and law school acceptance, and fellowship awards in our communications to key audiences.

It will also be important to **upgrade our technological infrastructure and determine the best practices for use of the technology.** As mentioned earlier, Lawrence has decided to adopt the Handshake platform. Our goal will be to increase student use of this technology, as a measure of engagement with Career Services, from the current 45 percent with LUWorks to 75 percent by June 2019. Additionally, we will determine the best way to connect students with alumni and provide training for students in this area. The leading contender is LinkedIn but other platforms will be considered as well such as the new ACE alumni management system, Alumni Q. We will also work to integrate the new Handshake platform with Alumni Q in order to improve student-alumni connections. Finally, we will improve Career Services' web presence.

Priority 2

A second key strategy is to **significantly strengthen employer relations beginning with a strategic growth plan for employers.** The strategic growth plan will determine the number of core relationships (including type of industry and location) that Lawrence should sustain with employers and internship providers; this plan will also consider how these relationships will be fostered to maintain a strong partnership. It will be important to ensure that partnerships are aligned with student demand and interest. We will also develop a new marketing plan to better engage and communicate with employers and internship providers as we seek to persuade them of the benefits of hiring Lawrence graduates. It will be important to build an image of the Lawrence graduate and to use terms that resonate with employers.

A benefit of stronger relations will be to **rely on employers to identify skill gaps of Lawrence graduates.** Employers, alumni and graduate programs can provide feedback on skills that set graduates apart in their particular environment. Lawrence can utilize this information to create programs that better prepare graduates. Lawrence should be contacting these partners frequently to seek feedback on changes, expectations and application deadlines, as well as insights into students' networking skills, professional etiquette, attire, and interviewing skills.

Priority 3

This priority is focused on expanding and improving the experiences students have to build skills that will help them in professional environments. A key strategy is to **strengthen efforts to provide students with exposure to alumni and industries in different cities.** Shadowing alumni in a field of interest can be a valuable part of the discernment process. To increase the percentage of students who have this opportunity, we should categorize alumni into Career Communities and connect them to students interested in their career area. A formal alumni mentoring program will be considered.

A second strategy is to **advise students on how to use internships and experiential learning to gain experience**. Lawrence should encourage students to use their time away from campus to build valuable skills through internships, research, festivals, competitions, or service. Employers indicate that at least two professional experiences are desired in job candidates. Following their internship or service experience, students should be advised on ways to incorporate the experience on a résumé, and how to talk about the skills they developed while in the role.

Finally, **on-campus jobs at Lawrence should provide meaningful and professional experience**. Supervisors of student-employees should encourage goal-setting and carry out regular performance reviews. We should consider more intentional job descriptions and a more rigorous hiring process. On-campus positions should be posted and be made available to all students. There is also the opportunity to engage staff functions such as human relations and communications to share career-related information and advice with students. Off-campus employment can also be meaningful work experience for our students.

Curriculum and Learning Subcommittee

The Curriculum and Learning subcommittee focused on determining ways to help students think about their careers more deliberately throughout their college experience. In particular, the committee focused on identifying key areas where career conversations can be integrated with curriculum and advising. Better integration will lead to more meaningful discussions about career to help students more clearly define their interests and to help advisors provide appropriate support. Connecting career conversations to curriculum and advising also serves the purpose of bringing career discussions into the day-to-day academic life of each student. This subcommittee also considered how to enhance the pre-health, pre-business, pre-law, and pre-engineering programs at Lawrence University. As a result of their work, the subcommittee is recommending three main objectives, with related numerical goals for tracking progress on an annual basis.

| Curriculum and Learning Proposed Objectives | Proposed Goals |
|--|---|
| 1. Provide rigorous academic and conservatory offerings that include skills which prepare students for meaningful careers. | <p>Increase percentage of seniors indicating “quite a bit/very much” for “Acquiring job or work-related skills & knowledge” from 49 percent to 60 percent (NSSE)</p> <p>X percent of students indicating “I have a clear idea of what I want to do after Lawrence” at start of senior year (LAL Survey; percent to be determined)</p> |

| | |
|---|--|
| | X percent of students obtaining a job, internship or fellowship in their area of interest after graduating Lawrence University (Cap & Gown Survey; percent to be determined) |
| 2. Build on the success levels of students being admitted to graduate and professional programs with targeted efforts for professional schools. | Increase percentage of students being admitted to well-regarded graduate/ professional schools for individual disciplines from x percent to x percent (Percentages and Source TBD) |
| 3. Increase the quantity of students achieving fellowships. | Increase percentage of students applying for fellowships from x percent to x percent (Percentages and Source TBD) |

Priority 1

The first priority is to **link academic advising to career advising**. While academic advisors and career advisors will continue to be different people, there is the opportunity to connect the advisors and processes. The committee is recommending that all first-year students have a career advising session, in addition to academic advising session, within their first year at Lawrence. During this session, career advisors would introduce the concept of Career Communities that include course recommendations for various career interests, job shadowing and externship opportunities, internships related to the community, sample jobs, and alumni who are working in the field. Career Communities would demonstrate that multiple career paths can result from one academic major. Career Communities would also help to improve communications between career services and academic advisors to better support a student's goals. In addition to enhancing the connection with academic advising, there is the opportunity to more closely connect career advising with the Center for Academic Success.

A second priority is to **improve preparation for professional and graduate school** including pre-business, pre-law, pre-health, and pre-engineering. Data from Human Capital indicate that students who rate pre-medicine as a field of interest are 2-3 times less likely to attend Lawrence. To improve our performance in this area, as well as strengthen our attraction to students interested in law, business, and engineering, we need to improve the relationship between faculty in relevant majors and Career Services so that there is greater focus and effort on pre-professional school preparation. Also, we need to strategically increase internship, externship, and shadowing partnerships.

Finally, we need to **deepen and expand the range and availability of courses that allow students to develop ease with the various software tools and programs that are increasingly seen by employers and graduate schools as necessary foundations for success in a broad range of professional fields and areas of study**. Such "tools" include Excel, Adobe Creative

Suite, programming/webpage design, accounting, physiology, and Final Cut Pro. We need to improve the visibility of current courses that integrate this material and encourage departments and faculty to create additional such offerings, either within current majors or as UNIC courses. Any additions to the course curriculum would follow current procedures for adding courses. When appropriate, we could leverage alumni to lead such courses, which would nurture related mentoring programs. Providing test preparation for the LSAT and MCAT tests throughout the year, particularly during D-Term, will enhance our ability to improve pre-professional school preparedness.

Priority 2

A second priority is to **improve visibility, communication and faculty collaboration with fellowships, pre-professional, and graduate school advising** to increase the number of applicants and awardees. To accomplish this, the fellowship process will be updated, including improved tracking of students as they go through the application process. Another initiative will be to conduct a “prep meeting” with the student prior to registration for professional or graduate school to ensure the application is thorough and strong.

Priority 3

Priority 3 will focus **on increasing and more clearly identifying opportunities within the curriculum for students to develop and refine relevant workplace skills** such as presentation skills, data analysis, and group problem solving. We should draw on the Career Readiness Competencies (outlined by NACE) as one of many aspects of fulfilling our General Education Requirements and rely on this framework as one source of input as we redefine these requirements in the future. An additional task is to continue and deepen the integration of service and experiential learning in the curriculum. The civic action plan prepared as part of the University’s commitment to Wisconsin’s Campus Compact offers one blueprint for increasing opportunities in this area. Launching a new consulting team for area businesses through the Innovation & Entrepreneurship department might be another example to consider.

Priority 4

Finally, we will work to **provide a better connection between Lawrence University education and professional and graduate school preparation**. Lawrence has not reviewed its set of articulation agreements with professional schools, nor its 3-2 program relationships, in many years. To provide a better connection between a Lawrence education and professional preparation we will invigorate the options that we provide, expanding and better marketing our 3-2 programs and graduate school articulation agreements.

A complete summary of all three task force subcommittees’ recommendations in the OGSM format are included in the appendix.

Section VII. Next Steps

Once the report has been endorsed by the Board of Trustees it will be made available to the Lawrence community for review and comment. We will consider all feedback and integrate suggestions into the implementation plan when deemed appropriate. We believe significant change will be required to meet the aspirations of this report. Next steps related to the organizational structure of Career Services, to creating a table of needs, and to formulating an implementation plan are outlined below.

Organizational Structure

Lawrence plans to grow the staff in Career Services to allow for greater collaboration and output. The staff should consist of a new Executive Director, a team of associate directors, career community advisors who bring real world experience, and student advisors. It is also suggested that the work of the Office for Pre-Professional Advising and the Volunteer and Community Service Center be integrated into Career Services, for both play an integral role in students' career preparation. Immediate organizational changes will take place this summer after the final report has been reviewed and endorsed by the Board of Trustees, with additional changes to occur as funding allows.

Table of Needs and Donor Assessment

Compared to peer schools, the strategies and initiatives identified in this report are underfunded and will need significant financial backing to achieve the aspirations and recommendations made by the task force. Lawrence is currently preparing a table of needs for the Life after Lawrence initiative that will be reviewed by the Campaign Steering Committee. The table of needs will identify major categories of funding that are needed to achieve the level of service outlined in this report. When the table of needs is approved, Lawrence will begin seeking funding as part of the *Be the Light!* Campaign.

Implementation Plan

Once the final report and the corresponding work is endorsed by the Board of Trustees, the Interim Executive Director of Career Services, together with appropriate faculty committees and the Provost's office, will develop an implementation plan of initiatives based on the priorities outlined in this report. The Executive Director of Career Services, in conjunction with the Vice President for Student Life and the Provost, will be accountable for working with various entities to ensure that initiatives are executed according to their recommended timelines. Regular updates will be provided to the faculty, LUCC, and to the Academic and Student Affairs Committee of the Board of Trustees, who will monitor the work. Select metrics that have been chosen to track progress of the recommendations will appear in Lawrence's annual Fact Book which is distributed to Trustees at each Fall Board Meeting.

Appendix

1. Original charge to the Task Force
2. Task Force membership
3. Inventory of current Career Services programs
4. Subcommittees: Objectives Goals Strategies and Measurements
5. Summary of site visits
6. Life after Lawrence framework

July 13, 2017

Greetings,

I am writing to request your participation in a Task Force on Life after Lawrence to be convened in fall term 2017. Six years ago we hired a dean of career services to lead a team assisting students with career exploration, internships, job searches and graduate school applications. Two years ago we hired our first full-time coordinator of pre-professional advising and major fellowships to better prepare students for a variety of post-graduation opportunities. With the hope of raising the visibility and importance of Career Services, we included the office in the redesigned Chapman Hall, physically building connections among Admissions, Career Services, and the Alumni and Constituency Engagement Office.

There is no doubt, however, that the world of work is rapidly changing. Lawrence needs to anticipate and respond to these changes so that our students are well served as they enter the next phase of their lives. In years gone by, on-campus recruiters would visit colleges and reach out for strong student talent. But the days of students waiting to be chosen for employment are over. Students need to identify their interests, find ways to develop skills they are lacking through experiences inside and outside of the classroom, seek out opportunities for research and internships as a way to build experience and test-drive a career, and form networks to assist them with creating a strategy to secure employment. As this is new territory for most of our students, Lawrence needs to provide excellent programs, services, and support for students as they create their paths for Life after Lawrence.

Many have discussed the role Liberal Arts Colleges play in preparing graduates for the world of work. If we hope to educate the “whole student” at Lawrence, we must find ways to make a seamless connection between our rigorous academic program and opportunities for students to engage in a challenging and fulfilling work life. Lawrence’s Strategic Plan identifies the following as a goal: Create a Life after Lawrence Task Force that will research what Lawrence University does to support students’ career development, what aspirational programs we see at other institutions, and what best practices would fit Lawrence’s goals and resources. The Task Force will develop recommendations that make career development a natural outgrowth of any academic program.

The Task Force on Life after Lawrence will examine and make recommendations regarding:

- The appropriate set of programs and services to be offered by Career Services; staffing, technology, and organizational structure required to deliver enhanced programs and services;
- The funding needed, including possible opportunities to be included in our capital campaign, to support students as they develop and explore career interests, pursue internships, conduct job searches, apply for graduate/professional school opportunities, and make decisions about Life after Lawrence;
- The relationships between Career Services and other University entities including alumni, faculty, faculty advisors, academic departments and programs, parents, student clubs and organizations, and the Conservatory of Music;
- The role of career advising and development of students’ skills and abilities and a focus on employer development and internship sponsorship; methods to increase the possibility that international students can find employment in the United States; the idea of creating a program specifically tailored to students who come from low income backgrounds and creating a career-related requirement such as a non-credit course, workshops, or online module;
- Ways to better link the expansion of minors and interdisciplinary majors in a range of fields with the career exploration process, expand the LU Scholars programs in both scope and opportunity, provide all students with an in-depth opportunity to explore career interests;

- Ways to continue to create strong connections to regional employers for experiential learning opportunities closer to campus while simultaneously extending our reach.

We will provide the Task Force existing Career Services materials such as annual reports, communication pieces, student surveys, and the report from an external review recently completed by Teresa Olsen, Assistant Vice President of Institutional Advancement and Director of Career Services at Colgate University and Joe Du Pont, Esq., Associate Vice President for Student Affairs/Careers at Boston College. In addition, we may decide to further research best practices and programs/services offered by comparison colleges.

The Task Force on Life after Lawrence will convene in fall 2017. On campus meetings will coincide with Board of Trustee meetings and will be held on the Wednesday afternoon of Board week. The dates for these meetings are: October 25, 2017, February 14, 2018 and May 16, 2018. Telephonic meetings will be scheduled as necessary between Board meetings. We plan to hold a conference call in September, and my executive assistant, Alice Boeckers, will be in touch with that information in the next couple of weeks. We hope our work will be completed by the fall term of 2018.

Chair of the Board, Susie Kane, and I have asked trustees Joanna de Plas ('94), Rick Fessler ('74) and Andrew Wong ('06) to serve as co-chairs of the Task Force on Life after Lawrence. I know they join me in welcoming you to this important work and thanking you in advance for your service.

Sincerely,

Mark

Membership of the Task Force on Life after Lawrence:

Joanna de Plas ('94), co-chair

Rick Fessler ('74), co-chair

Andrew Wong ('06), co-chair

Shelley Davis ('92), trustee

Scott Myers ('79), trustee

Garth Neustadter ('10), Conservatory alumnus and former recent graduate trustee

Scott Corry, Associate Professor of Mathematics

Monica Rico, Associate Professor of History

Tim Albright, Conservatory faculty member

Dinardo Rodriguez ('19)

Manny Ferreira ('18)

Arielle Kaye ('18), Conservatory student

Bob DeKoch ('74), Boldt Company

Anthony Arrington ('96), Kimberly-Clark

Mary Meany ('83), Dean of Career Services

Chris Card, Vice President for Student Life

Monita Mohammadian Gray ('92), Dean of Academic Success

Mark Burstein, President

Mark Burstein

President, Lawrence University

Sampson House, 711 E. Boldt Way | Appleton, WI 54911-5699 | Office 920.832.6525

Life after Lawrence Task Force
Membership List as of April 9, 2018

Curriculum and Learning

Katie Kodat, *Provost and Dean of the Faculty*
Rick Fessler '74, *Trustee*, Rush University
Scott Myers '79, *Trustee*
Monica Rico, *Associate Professor of History*
Arielle Kaye '18, *Conservatory Student*
Monita Mohammadian Gray '92, *Dean of Academic Success*
Kia Thao*, *Coordinator of Pre-Professional Advising and Major Fellowships*
Anne Jones*, *Interim Director of Career Services*

World of Work

Mark Burstein, *President*
Andrew Wong '06, *Recent Graduate Trustee*, McKinsey & Company
Garth Neustadter '10, *Conservatory Alumnus and former Recent Graduate Trustee*
Tim Albright, *Assistant Professor of Music*
Bob DeKoch '74, *The Boldt Company and PAC member*
Omer Sayeed '87*, *Trustee*, OptumHealth
Sara Quandt '73*, *Trustee*, Wake Forest School of Medicine
Jared Marchant '13*, *The Northern Trust Company*
Mandy Netzel*, *Assistant Director of Career Services – Employer and Alumni Relations*
Michelle Cheney*, *Assistant Director of Career Services – Internships*
Ryan Aiello '18*, *Student*
Lindsay Kehl*, *Associate Director of Human Resources*
Brandon Van Zeeland '13*, *The Boldt Company*

Exploration and Supporting Students of All Backgrounds

Chris Card, *Vice President for Student Life*
Joanna de Plas '94, *Trustee*, Federal Reserve Bank of New York
Shelley Davis '92, *Trustee*, Forest Preserve Foundation
Scott Corry, *Associate Professor of Mathematics*
Dinardo Rodriguez '19, *Student*
Anthony Arrington '96, *Kimberly-Clark*
Susie Kane '72, *Chair of the Board of Trustees*
Tamika Franklin '05*, *Trustee*, University of California-San Diego
Rose Wasielewski*, *Assistant Dean of Students for Campus Life*

*New members. Added after 9/18/17 (first meeting)

| Inventory of Career Services Programs | | | | |
|---------------------------------------|---|--|---|-------------------------------------|
| Category | Program/Event Name | Description | Audience | Approx. Cost |
| Outreach | Table Tents | Listing of weekly events hosted by Career Services. Inserted in plastic holders in Andrew Commons, Café and at Info Desk. In place for 6 1/2+ years; new look and locations 6 1/2 years. | Students, Faculty, Staff, Employers & campus visitors | Paper? |
| Outreach | Newsletter | Weekly newsletter drafted by CA. Started as a bi-weekly in 2013 to supplement the weekly email listing new internships already in place (though 6 1/2 years ago, a "highlighted" internship was added to draw attention (either b/c offered by alumni, friend of the university or very much geared to our students' interests and skills). The Conservatory Corner was added in Fall 2016. New in Fall 2017, the newsletter became weekly and removed the need for the weekly internship email. Internships and jobs highlights were added. | Students, Faculty & Staff | 0 |
| Outreach | Digital Displays | To advertise a particular program, it is promoted through the different digital displays on campus. In place for 6 1/2+ years but format/messaging has been enhanced. | Students, Faculty, Staff, Employers & campus visitors | 0 |
| Outreach | Friends & Families of Career Services Digital Display | To put students and other visitors at ease, one side of the Career Services office's digital display is dedicated to pet and family pictures. In place since approximately 2014. | Students, Faculty, Staff, Employers & campus visitors | 0 |
| Outreach | Spotlight | To celebrate students who have secured an internship, job or acceptance to grad school, we highlight them with their pictures and quotes on boards around campus and on social media. Spotlight may also serve to encourage those students who have not begun their process to do so. In place for 6 1/2+ years but including quotes and marketing of info have changed in 6 1/2 years. To celebrate all, at the end of May, we typically give out free ice cream at WCC. | Students, Faculty, Staff, Employers & campus visitors | \$150 for ice cream |
| Outreach | LUInsider | Campus-wide newsletter. Communications would know exact start date (2016?) | Students, Faculty & Staff | 0 |
| Outreach | Social Media | Share and promote events, articles, etc. | Students, Faculty, Staff, Alumni & Employers | 0 |
| Outreach | Internship brochure | An overview of why internships are important, listing of places, funding info and testimonials from employer, professor and students. In use since 2015. | Students, Faculty, Staff, Employers & campus visitors | Paper? |
| Outreach | Welcome Week Open House | Opportunity to meet staff and learn about the office. In place for 6 1/2 years. | New students | \$100 for food |
| Advising | 1:1 Advising | Scheduled appointments of 30 - 45 minutes between student and advisor. Ideally, remaining 15 minutes of the hour is used for creating observations and/or preparing for next appointment. Change to 30 or 45 minutes from a 60 minute scheduled appointment was done in Fall 2011. | All students and alumni | 0 |
| Advising | First Year Initial Visit | A 15-20 minute 1:1 meet and greet appointment to help staff and students get to know one another - specifically the student's general personal interests so a relationship can begin to be formed and resources/ideas shared in the future. In place since Fall 2015. | First Years (incl transfers) | Paper? |
| Advising | Drop-in Hours | Established set daily varied blocks of time that students could drop by without an appointment in 2011-2012. Drop in hours scheduled at the Conservatory approximately 2016-2017. | All students | 0 |
| Advising | Day-long Drop-in Day | Hosted day-long drop in for campus to visit space, learn about office, enter raffle, etc. One time: January 2015 | Students, Faculty & Staff | \$200-\$300 for food and give-aways |
| Advising | Pop-up Career Services Info Tables | Similar to Employer Info Tables, Career Services staff set up a table elsewhere on campus - WCC, Wellness Center, Library, etc. to answer students' questions. Initiated as Career Cart on the Go in 2012 and renamed in 2017. | Students, Faculty & Staff | 0 |
| Resources | Resources, Subscriptions (print and online) | w psswd; sample incl: ArtsBridge, Classical Singer, Mpls St. Paul Business Journal, What to do with... In place for 6 1/2 + years. | All students and alumni | \$1,000 - \$1,500 for subscriptions |
| Resources | Career Planning Guide | Contents include 11 chapters covering resume to components of a job offer. Totally revised and enhanced content and format 2015 -2016. | All students and alumni | 0 |
| Assessment | Strong Interest Inventory | Assessment tool used to match interests with potential career paths. In place 6 1/2 + years. | Students identified by Career Advisors | \$15 - \$16/report |
| Assessment | MBTI | Assessment tool to identify psychological preferences in how students perceive the world and make decisions. In place 6 1/2+ years. | Students identified by Career Advisors | \$20/report |
| Assessment | 16 Personalities | Personality test which determines who student is and why they do things the way they do. In place since approximately 2017. | Students identified by Career Advisors | 0 |
| Internships | Internships 101 | Overview of what an internship is and how to go about securing one and credit/0 credit process. Content includes: support, tools, resources and search techniques. Students who have not had an internship are encouraged to attend prior to 1:1 meeting. In place for 6 1/2+ years, but restructured criteria for attending and weekly scheduling 6 1/2 years ago. | All students | 0 |

| Category | Program/Event Name | Description | Audience | Approx. Cost |
|-----------------|--|---|-------------------------------------|---|
| Internships | Internship Orientation | One hour sessions held throughout May to prepare students for their first day at their internship - campus expectations and support, office protocol, dress, etc. It also includes how to report a hire and how to create a learning agreement with a supervisor. In place for 6 1/2+ years. | Students who registered internships | 0 |
| Internships | Biology Bjorklunden Internship Seminar | Attend and present on internships at the Junior Biology students' weekend that prepares them for their Sr. Experience, etc. In place for 6 1/2 years. | Biology Juniors | Campus van |
| Internships | INx - The Internship Information Exchange | New in February 2018, INx replaced the Internship Celebration and Summit events as an edgier/TEDx way of sharing information about internships. It was also intended to replace the historical Saturday mini-Career Conference. Coordinated to occur during the February BOT meeting so that Trustees could interact with student speakers and employers. | All students | \$250 for catering |
| Internships | Pre-identified Internships for December | Promote pre-identified internships that are offered regularly: KIPP, Prod Strategies, Forest Preserve, First Steps, etc. Mandy sources and confirms and Michelle and other Advisors promote to students. Internships being offered at these places from 2 - 9 years consecutively. | All students | 0 |
| Employer/Alumni | Thank You Greetings | Sent to employer partners either after summer internship season or at holidays. In place for several years. | Employers | 0 |
| Employer/Alumni | Employment Postings to Luworks (and approvals) | Employers (solicited and unsolicited) can post jobs and internships on LUworks. Sometimes Mandy or a CA needs to post for the employer. All postings get approved before being viewable to students and Career Services staff. These are pulled weekly for internship and job highlights for the newsletter. In place since LUworks started to be used (6 1/2 years). | Employers | 0 |
| Employer/Alumni | Employer Info Sessions | A more formal or interactive session is held either live or via webcast by an employer or in some cases, effective Fall 2017, a former intern(student). In place for 6 1/2+ years, however, late Spring 2017/early Fall 2017, we started to move away from this format and encouraged employers to consider more Info Tables for better visibility and ease of access for students, faculty and staff. | All students | \$20 meals |
| Employer/Alumni | Employer Info Tables | Table, in a visible spot, typically in WCC, hosted by a recruiter and where students, faculty and staff can drop by with a general question to learn more about the organization and its opportunities. In place for 6 1/2+ years. | All students | \$20 meals |
| Employer/Alumni | Employer 1:1 Career Chats, mock and/or real interviews | Depending on purpose of the employer and/or alumni visit, Mandy secures the visit and other team members help fill the slots, unless employer has selected who they want to meet while on campus. In place for 6 1/2 years. | All students | \$20 meals |
| Trips | Trip Orientations (LSB, SV, WF, Talent Upload {over time realized Orientation was not needed for Talent Upload}) | An overview on how to research and prepare for the visit(s) including learning about hosts and orgs, resume, how to conduct oneself while on trip and follow-up post-trip. Orientation attendance has been required for 6 1/2 years. | All students registered for trips | 0 |
| Trips | LSB Midterm Reading Period Trip | Alumni hosted immersion trip where students visit alumni in their workplaces to learn more about business-related careers. Typically, trip is to Chicago, but visits have been made to Milwaukee and Minneapolis. Joint effort with ACE and Career Services. In place for 6 1/2+ years, however, more stringent expectations of engagement (i.e. Orientation) and change to Fall to coincide with business recruiting cycles in place for 6 1/2 years. | All Students | 0 |
| Trips | Silicon Valley Trip | Alumni (and alumni's professional contacts) hosted immersion trip where students visit workplaces in Silicon Valley and engage with professionals to help solve problems. All students are welcomed to apply but historically, those selected have been juniors and seniors. Due to alumni coordinator's capacity, typically only 4 are selected from the application process. In place: December 2015, December 2016 and March 2018. | Juniors and Seniors | 2k for staff travel? |
| Trips | Shadow (externships) Programs | From December 2011 - 2014, we hosted Shadow (externships) Programs for students local to or visiting Milwaukee, NY, DC & Chicago. It consisted of matching individual students to any number of alumni and friends of the university and hosting all at a networking reception. With the exception of Milwaukee's, we partnered with ACE/Dev to coincide with their city-specific event. In 2015, we started the Silicon Valley trip over December. | All students | With the exception of MKE, costs were less than \$100 b/c we coordinated with ACE's alumni reception. NY and DC had approximately 1k each for staff travel. |

| Category | Program/Event Name | Description | Audience | Approx. Cost |
|-------------------------|--|---|---|--|
| Trips | Talent Upload Trip | Hosted and funded by the local Chamber (and employers). Event included employer tours (with employers that had open positions in IT, Computer Science and Engineering) and networking opportunities in the Fox Cities. First one was held in April 2015 then moved to the Fall dates based on recruiting cycles at larger schools. | All students | Students paid \$25 to apply and refunded \$50 by the Chamber once on trip. |
| Trips | Think Globally, Explore Locally (TGEL) | Initiated in Fall 2012, TGEL gives students an on-site glimpse into local and regional for profit and not-for-profit organizations while recognizing that the greater Fox Valley and eastern WI area can be seen as a microcosm of the national and global employment market. Included solving a problem for the business. As other larger trips and initiatives became more active, TGEL trips have become a lesser focus over the past few years. | All students | Campus van |
| Trips | Workforce Fair (WF) | Job, internship and grad school fair held at the WI fairgrounds, open only to WAICU-member schools. Participated for 6 1/2+ years. | All students | Students pay a \$20 refundable fee to hold seat. WAICU reimburses Lawrence for cost of bus. |
| Grad School | Grad School Info Sessions | A more formal or interactive session is held either live or via webcast by a school's recruiter. In place for 6 1/2+ years, however, late Spring 2017/Fall 2017, we started to move away from this format and offered Info Tables for more visibility and ease of access for students, faculty and staff. Note: Medical, Business and Law schools handled by office of Pre-professional Advisor for past approximately 3 years. | All students | \$20 meals |
| Grad School | Grad School Info Tables | Table, in a visible spot, typically in WCC, hosted by a recruiter and where students, faculty and staff can drop by with a general question to learn more about the school and its programs. In place for 6 1/2+ years, though Medical, Business and Law schools handled by office of Pre-professional Advisor for past approximately 3 years. | All students | \$20 meals |
| Grad School | Grad School 1:1 Career Chats, mock interviews | Depending on purpose of the grad school rep/or alumni visit, Mandy secures the visit and other team members help fill the slots. In place for 6 1/2 years. Note: Medical, Business and Law schools handled by office of Pre-professional Advisor for past approximately 3 years. | All students | \$20 meals |
| Lawrence Scholars | Lawrence Scholars in Civic Engagement (LSCE) | LSCE is a program designed for students who are interested in exploring work in civic engagement, including: not-for-profit, education, social impact, cultural and political advocacy and the arts through an internship or volunteer opportunity. It provides funding for pre-identified internships and funding for self-identified internships and service projects. In place since January 2018. | All students | Six pre-identifieds are funded at 5k each |
| Lawrence Scholars | Lawrence Scholars in Business (LSB) | The career-related business events and financial award (10k split between 2-3 students) help students who have demonstrated the aptitude for success in the competitive business world have been in place since 2008. New in Fall 2017, the program was expanded to identify alumni mentors who serve as a core group to mentor up to 15 students, while the students engage in business learning outside the classroom through online courses in December and industry overviews during the winter and spring terms. | All students (sophomores and juniors for the Mentoring/Award consideration) | Up to 10k may be split between award recipients |
| International Mentoring | Lawrence Internat'l Alumni Mentoring (LIAM) | Approximately 10 F-1 Visa holding international students are selected and matched with an international alumnus/ae who has successfully navigated the U.S. employment market. In addition to mentoring relationship, students are expected to participate in on campus events. In place since September 2016. | F-1 Visa holding sophomores & juniors who plan to pursue U.S. employment | 0 |
| Programs | On Demand | An On Demand program is one in which an athletic team, club organizations, residence halls, academic departments and groups of friends can request a program specifically designed for them. A survey can be provided to help the requester poll the participants in advance or they can select from 11 topics listed on the On Demand Request form. In place since approximately 2014 -2015. | Students, Faculty & Staff | 0 |
| Programs | Biology Mock Interviews | In addition to presenting in the classroom (On Demand), students must have a mock interview. Ty typically presents and Mandy secures alumni or employers to do the mock interviews. In place for approximately 5 or 6 years. | BIO 600 students | 0 |
| Programs | Chemistry Mock Interviews | In addition to presenting in the classroom (On Demand), students must have a mock interview. Ty typically presents and Mandy secures alumni or employers to do the mock interviews. In place for approximately 5 or 6 years. | Chem 380 students | 0 |
| Programs | Sophomores: Support, Strategies and Success (S2) | Content included info on: uncovering interests and skills and matching them to potential majors and resume preparation. Targeted to sophomores, but if others came, they were welcomed. One hour session (with time afterwards for 1:1) offered multiple times during terms between Fall 2013 - Winter 2015. | Sophomores | 0 |

| Category | Program/Event Name | Description | Audience | Approx. Cost |
|----------|--|--|---|--|
| Programs | Strategies for Career Success (formerly known as S4) | Seniors: Support, Strategies and Success (S4) offered since Fall 2012 was renamed Strategies for Career Success and shortened from 7 to 5 sessions in Fall 2017. Content includes info on: goals, resume and cover letters, interviewing, making connections (incl social media), managing money and repaying loans and navigating the first year out of school. Co-facilitated with company recruiter, alumni, banker, campus staff (in earlier years, Wellness & Counseling and now Social Media staff member {may have changed since Kasey C. left Communications}) Targeted to seniors, but if others came, they were welcomed. One hour topical sessions (with time afterwards for 1:1) held weekly. | Seniors | \$1-2k for jump drive incentives |
| Programs | Career Conference | Day-long or spread out over a couple of days: 1:1 chats, mock interviews, panels, networking, fair set-up of a topic. Historically, a scaled back version was done in Feb around BOT meeting, though this Feb, we took a different approach with launching INx, LSCE, etc. With various components, has been in place for 6 1/2+ years. | All students | Students swipe if a lunch/dinner panel. ACE covered alumni and staff meals. |
| Programs | On-campus Summer Employment Series | HR had asked for one session about resumes and Mary had suggested breaking career readiness topics into a few summer sessions. To be launched Summer 2018. | Students employed on campus over the summer | TBD |
| Faculty | Faculty Advising Orientation | Presented updates and distributed materials from Career Services. Attended since September 2012. | Faculty | Paper? |
| Faculty | New Faculty Orientation | Introduced Career Services offerings to new faculty either in 2013 or 2014, after which time prior VP of Student Life then spoke on behalf of all departments in Student Life. | Faculty | Paper? |
| Faculty | Faculty Career Services update email | At the beginning of each term, summarized and highlighted key events to faculty. If needed, one off targeted emails were selectively sent throughout the term. In place since Fall 2011 until the launch of the LUInsider. Targeted one-off emails continued as needed. | Faculty | 0 |
| Parents | Admissions Admitted Parents' (LUX) Panel | Participate as member of panel providing opportunity for Admitted Parents to ask questions about Student Life. In place since Spring 2017. | Admitted Parents & Guardians | 0 |
| Parents | Admissions Admitted Students Day (LUX) Presentations | Presentations usually on partnerships & alumni network, funding and internships. In place 6 1/2+ years, though edited over the years as needed. | Admitted Parents & Guardians | 0 |
| Parents | Admissions Roundtable Drop-in | 3 times a week, time held on Mary's calendar for drop-ins or those who requested a meeting while visiting campus. Has been loosely done for 6 1/2 years, but structured and formalized availability Winter 2017. | Prospective Parents & Guardians and Students | 0 |
| Parents | Parents' Leadership Council Meeting | Present to council on Career Services partnerships and offerings. Internships and LSB trip hosts have come from the council. 2011, 2015 and 2017 | Parents & Guardians on Development's Advisory Board | Paper? |
| Parents | Email (letter) to Parents & Guardians | Send email (letters if bouncebacks rec'vd) at beginning of the term highlighting events and asking parents to encourage students and also to provide leads of internships, etc. In place since September 2011. | Parents & Guardians | \$50 for postage for bouncebacks |
| Parents | Fall Festival | Facilitated student panels on internships and other engagement examples with Career Services. | Parents & Guardians | \$50 for thank you gifts to student panelists |

Life after Lawrence Initiative - 5-Year Strategic Plan
May 30, 2018 - Curriculum and Learning

| Objectives | Goals | Strategies | Measures | Initiatives |
|--|--|--|---|--|
| 1. Provide rigorous academic and conservatory offerings that include skills which prepare students for meaningful careers. | % seniors indicating "quite a bit/very much" for "Acquiring job or work-related skills & knowledge" from 49% to 60% (NSSE) | <u>Priority 1</u> Link academic advising (majors) to career advising. | 100% first year students have academic and career advising session within first year (Career Services to track) | Enhanced structure for academic/career advising Career Communities - utilize existing groups where appropriate - include course templates -include faculty workshops on career themes Link work of Career Center with CAS |
| | % students indicating at start of senior year "I have clear idea of what I want to do after Lawrence." (Student Survey TBD) | Improve preparation for professional and graduate school. | % increase admittance - Med. School x% to x% - Law school x% to x% - Business school x% to x% - Engineering school x% to x% (Source TBD) | Increase internship,externship, shadowing for pre-professional students |
| | % students obtaining a job, internship or fellowship in their area of interest after graduating LU (Cap & Gown Survey) | Deepen and expand the "tools" courses availability (Excel, Adobe Creative Suite, programming, etc.) | "Tools" courses integrated into curriculum | Increase offerings and improve visibility Mentoring programs Test preparation (MCAT, LSAT, GMAT, etc.) |
| | % graduate/prof. school admittance from x% to x% (Source TBD) | <u>Priority 2</u> Improve visibility, communication and faculty collaboration with fellowships , pre-professional, and graduate school advising. | % increase applicants % increase awardees (Source TBD) | Update fellowship process (pipeline tracking) Prep meeting pre-registration for prof. schools |
| 2. Build on the success levels of students being admitted to graduate and professional programs with targeted efforts for professional schools. | | <u>Priority 3</u> Increase or more clearly identify opportunities within curriculum to refine relevant workplace skills. | Updated General Education requirements | Integrate Career Readiness Competencies (NACE) in General Education requirements I&E Consulting Team Community-based learning into curriculum |
| 3. Increase the quantity of students achieving fellowships. | % of Lawrence students applying for fellowships increases from x% to x% (Source TBD) | <u>Priority 4</u> Provide a better connection between Lawrence education and professional and graduate school preparation. | Assessment complete Implementation | 3-2 Program Assessment Expand and better market 3-2 programs and graduate school articulation Process for tracking grad school application/ admittance |

Life after Lawrence Initiative - 5-Year Strategic Plan
May 30, 2018 - Students of all backgrounds

| Objectives | Goals | Strategies | Measures | Initiatives |
|--|---|--|---|--|
| 1. Introduce, engage and support students early in their Lawrence education with LaL concepts. | 100% of first year students have a meeting with both a faculty advisor and a career advisor | Priority 1 Introduce, engage and support students early in their Lawrence education on Life after Lawrence interests, goals and objectives. | 20% students in October 20% students in November 20% students in January 20% students in February 20% students in March | 4-year Career Exploration Plan - Certified resume - Breadth of options within career - Different communication modes - Includes pre-LU component -Exploration process tools |
| | 100% of all students have annual meeting with faculty & career advisor in 2,3, 4th years | | Alumni Engagement Plan | Alumni connections/ mentoring program |
| | | | Faculty resources | Resources for faculty around career conversations with students |
| 2. Utilize different communication modes to ensure student engagement. | All seniors score similar to average on "quite a bit/very much" for "Acquiring job or work-related skills & knowledge" (NSSE) | Priority 2 Test different communication methodologies to see what works at different points and for different purposes and continue to evolve. | Testing Plan | Communication methods testing (email, facebook, text, blog, etc.) |
| | | | Peer educators and assistants in career services increase from 4 to 8-10 over next two years | Increase peer-to-peer engagement in career services |
| 3. Ensure all students have strong work and interviewing skills by Fall Term of their senior year. | Employers rate 75% of LU interviewees as 'among the best' within candidate pool | Priority 3 Expand interview and work preparation offerings. | New Workplace Skills training deployed | Interview Skills development plan including navigating career change and other work skills |
| | Employers rate LU alumni "among the best" of new hires | | Employer post-interview survey deployed | Post - Interview employer survey |

Life after Lawrence Initiative - 5-Year Strategic Plan
May 30, 2018 - World of Work

| Objectives | Goals | Strategies | Measures | Initiatives |
|---|--|---|---|--|
| 1. Develop a set of deep partnerships with employers where our graduates consistently find jobs and who consistently provide us with valuable feedback to improve our programs. | 30-40 strategic employers who consistently hire 2-3 LU graduates | <u>Priority 1</u> Upgrade technological infrastructure | % students using technology increase from 45% (LU works) to 75% (Handshake) | Handshake Platform |
| | | Implement best practices for use of technology | TBD alumni connection decision | Best practice for student/alumni connection (linkedin or Alumni Q) New Career Services webpage Integrate Handshake with Alumni Q |
| | | Use data to inspire key stakeholders (current students, alumni, employers, prospective students, parents) | Measures TBD | Identify template for data set by Winter Term House data in easily accessible area Integrate data in key communications |
| 3. Provide students multiple avenues to experience the 'world of work'. | 90% of LU graduates have at least two meaningful experiential learning opportunities before graduating (currently at x%) | <u>Priority 2</u> Significantly strengthen employer relations | 5 presentations per month (Tracked by Career Services) | Employer Relations Strategic Growth Plan |
| | | | Attract x employers/month to campus for interviewing (up from x in 2017). Tracked by CS | Employer Relations Marketing Plan |
| | | Use employers and alumni to identify skills gaps of LU grads and create program to better prepare graduates | New Workplace Skillset training deployed | Workplace Skillset programs (networking, etiquette, dress, interviewing, presentation, etc.) |
| | | <u>Priority 3</u> Increase student exposure to alumni/industries | % students connected to alumni increased from x% to x% (TBD) | Incorporate alumni into career clusters Alumni mentoring program Increase alumni shadowing opportunities |
| | | Increase student use of internships, experiential learning | x% of students have 2 experiences before graduation (up from x%). Source TBD | Upgrade Internship program / process |
| | | Provide meaningful on-campus employment | % increase in students seeking campus jobs (up from x%) Source: HR department | Update job descriptions Establish objectives and performance reviews Post all positions in Luworks |

Summary of Life After Lawrence Site Visits

The task force visited four liberal arts institutions that have worked to distinguish themselves in the career services area over the past 10 years. Career Center leadership also had an in-depth conversation with another institution, the College of Wooster, which helped inform our work. These institutions were either recommended by the external reviewers or by members of the task force that have had positive interactions with graduates from those schools. In preparation for the site visits, the task force created a list of topics and question to inform the investigations. The following site visit summaries provide a deeper sense of the learnings we gleaned from these visits.

i. Grinnell College

The site visit to Grinnell College in Grinnell, Iowa took place on December 4-5, 2017. Career development programming at Grinnell has undergone significant changes since 2011. Major reorganization has lead to the office size more than doubling in the last 8 years. At Grinnell it is believed that career is the blending of interests that culminate around the question “What problems do I want to solve?” From this perspective, career might involve work but it might also involve service or continued education. This way of thinking informed the decision to combine the Career Development Office, Community Service Office, and the Office of Social Commitment (fellowships and awards) into one entity called the Center for Careers, Life and Service (CLS). Another contributing factor for this change was the recognition that students wanting to pursue Ph.D’s were surrounded by faculty experts but students who were looking for work or service opportunities were not. Grinnell aims to provide students with work opportunities or volunteer exposure through local partnerships, alumni, and employer contacts. The Dean of Careers, Life and Service is a member of the President’s Senior Staff. One position in the CLS co-reports to Alumni Engagement to maintain a strong connection with influential alumni contacts.

There are 21 individuals on the CLS staff organized around divisions such as Employer and Alumni Engagement, Advising and Exploration and Fellowships and Awards. Each first year and transfer student is assigned to a CLS Exploratory Advisor. When students arrive to campus they are assigned to a Tutorial, a first year seminar with a purpose similar to Lawrence’s Freshman Studies. All students within the Tutorial are assigned to the same Exploratory Advisor. Students continue to work with the Exploratory Advisor until they select a major, at which point they are assigned to an academic advisor. Students are highly encouraged to meet with their Exploratory Advisor three times in their first year. Seventy percent of students set up their initial meeting with their exploratory advisor. The Exploratory Advisor initiates a conversation about values and interests that translates into how students select courses and co-curricular activities.

To further encourage exploration, the CLS coordinates seven “Career Communities”. Students voluntarily select into a career community similar to how they would select a major. Once a student has selected into a Career Community, they gain access to specialized advising, tailored programing, experiential learning opportunities, and recruiters that are all specific to that career area. For example, a student in the Arts, Media and Communication community might attend a panel with professionals in Marketing, Arts Management, Journalism, Social Media Strategy, etc. The topics of the communities were determined by examining the career fields of recent graduates. The Career Communities include: Arts, Media and Communication, Business and Finance, Education Professions, Government and Social Service, Health Professions, Law, and STEM. Recently, CLS Career Community Advisors have started to

attend faculty committee meetings. For example, the Health Professions Career Community Advisor was added to the Health Promotion Advisory Committee.

Students at Grinnell are highly encouraged to use the first two years to explore the curriculum, but are encouraged to extend their exploration to include alumni, treks, and internships as well. Treks are trips of approximately 20 students that travel to a city and meet with local alumni industry leaders in that area. The trips are often tailored to a certain type of industry that is selected on a rotating basis. For example, a trip to Silicon Valley to explore tech careers may occur every other year. Grinnell also offers Alumni Short Courses which are courses taught by alumni for academic credit. Students have the opportunity to attend workshop courses to develop specific skills, such as Excel, over winter break. When it comes to internships, the CLS only tracks those that are for academic credit. Students can still find internships that are paid or unpaid and apply for funding through Career Services. Last year \$450,000 was awarded to 154 students for internships.

ii. Colgate University

The site visit to Colgate University in central New York took place on January 10, 2018. The Office of Career Services at Colgate has undergone reorganization within the last 10 years which included altering the reporting line from Student Affairs to the Associate Vice President of Institutional Advancement and Career Initiatives. Moving the entity of Career Services under Advancement has proven to be successful for Colgate, as is allowed for close interaction with alumni and donors. The office has 14 staff that are supplemented by 9 Peer Career Advisors, or student employees. Four of those staff are career advisors which serve as liaisons to certain industry areas. One example of an industry area is Law and Common Good. The advisor in this area specializes in careers in education, nonprofit, public service sectors. However, all advisors are generalists that can serve any student and can advise a student in internships, shadowing and job searching.

Colgate has an informal expectation that students should complete at least 2 professional experiences before graduation. This could be through an internship, on campus job, trek or externship. Students are also exposed to career competencies in the curriculum via the Core program. The Core program is made up of 4 courses that all students must take as general education requirements. An introduction to fundamental skills building such as presentation skills and critical thinking happens here. To supplement on the co-curricular side, Career Services has a program for sophomores called "Sophomore Connections" which is a 2-3 day program prior to the start of the spring semester. This event provides students with crash courses in networking, resume preparation, as well as alumni panels and standard recruiting timelines. Career Services at Colgate works to touch all students by requiring that students have their resume's certified by an advisor before they are able to apply for a campus job, internship or gain access to a list of alumni resources. Career Services hopes that in getting a student through the door it will encourage them to see Career Services as a resource. Students must also have their resume certified prior to applying for Summer Funding. Students can apply for Summer Funding if they have secured an unpaid internship and need funding for living expenses. Last year Colgate funded 180 students with \$666,000 Summer Funding dollars. Colgate has a goal of endowing \$10M for Summer Funding. This would provide each student with financial need an opportunity to receive Summer Funding at least once during their time at Colgate.

Experiential learning and community involvement are highly valued at Colgate. Being located in a small town with few large businesses, it is difficult for local employers to envision an internship relationship. Colgate has embarked on creating a local internship program where the college takes the lead in posting and marketing the internship, and a new employer becomes a partner. To further encourage participation, Colgate pays salary and reimburses mileage for students participating in this program. Responsibility for fellowships is shared between Career Services and academic departments.

There are four staff persons in the Employer Relations division of Career Services at Colgate. This group monitors 180 “Premier Partners” which are employers that have any connection with campus. Employer Relations conducts annual outreach to these partners to make sure they are still on board and expectations are being met.

iii. St. Olaf College

The site visit to St. Olaf college in Northfield, Minnesota took place on January 25, 2018. Within the last 5 years St. Olaf has redesigned their career development efforts. The Piper Center for Vocation and Career embodies St. Olaf’s Lutheran tradition and encourages students to find their calling. The Piper Center was endowed in 2013 by the Piper Family Foundation. All Piper Center programs and money comes from a \$5M (\$2.5M plus a match) endowment. The staff is made up of 10 career coaches plus the director. The Piper Center staff reports to the VP for Advancement. The Piper Center was intentionally placed in a highly trafficked building along the same hallway as admissions, financial aid, and the offices of the Provost and the President. This “main street” concept was a part of a redesign that has boosted drop in appointments for the Piper Center by 70%. Students at St. Olaf tend to be very involved in their personal career development very early as this is a topic discussed heavily by admissions when describing St. Olaf as an institution to perspective students. The Piper Center utilizes Handshake, a talent-recruitment software that allows students to have access to posts from their own school as well as other schools that also use this platform.

Career Coaches in the Piper Center are assigned to specialty areas including: Business, Education, Entrepreneurship, Environment, Fine Arts, Media Communications, Ministry/Religion, Non-Profits and Social Impact, Government, Pre-Health, Pre-Law, Science, Lab Research and Technology, Undecided. Coaches may also be assigned to certain special populations such as international or first generation students. As a practice, the Piper Center does not formally engage with first year students until they have completed their first semester. First year students are exposed to the center via Jumpstart, a program that takes place every January. Jumpstart is intended to serve as a fair for students to explore opportunities for on campus employment, internships, research, volunteer opportunities and to connect with campus resources. About 50% of first year students attend this program each year. There is also specific programming for sophomores. A retreat style event allows students to examine their values and attend panel style events with alumni and faculty.

The Piper Center also hosts many connection trips and externships. They are usually 4 day trips, open to all students, to a particular city and industry. These trips are mostly subsidized by the Piper Center with a small cost to students. The Piper Center closely tracks 115 companies and alumni that come to campus frequently. To encourage students to be involved in their community, St. Olaf offers 30 Academic Civic Engagement Courses. These courses are designed to develop skills and relationships that prepare students for future internship, research, civic leadership, and work roles. Fellowships advising is not fully

housed in the Piper Center. Fellowships had previously been housed in the Career Center but it was found that they were not getting the same engagement from the faculty. Larger fellowships such as Fulbright, Rotary International, are under the Provost. The Piper Center still manages the service/experiential fellowships. Like the other schools visited, there is \$500,000 worth of funding available for students to apply for to supplement unpaid internships.

The Piper Center was a lively space due to the many Peer Advisors that supplement the full time staff. 22 students work in the Center helping with triage, resume critiques and interviewing techniques. These are highly sought after student jobs. On a larger scale, St. Olaf is working on a campus job initiative which involves teaching supervisors in all departments how to make a student experience more meaningful. It was evident that the Peer Advisors were able to clearly articulate their educational experience and what would set them apart from another candidate in an interview. St. Olaf works to advise the whole student by initiating conversations about the importance of the first job but also extending that conversation to preparing for the next job.

iv. Carleton College

The site visit to Carleton College in Northfield, Minnesota took place on January 24, 2018. Like Lawrence, Carleton operates on a trimester schedule. This makes Carleton a great comparison when it comes to pace of life on campus and capturing student attention. Given the strong view of the VP for Student Affairs that the core mission of the Career Center is to serve students and that “stewarding career services” is a part of her role, the Center remains tied to Student Affairs.

The office has 11 full time staff plus the director of student fellowships. All of the advisors are generalists that are divided by division including student engagement, recruitment, alumni relations, and internships. Each advisor is a liaison to 2-3 academic departments.

Carleton works to ensure that the Career Center is accessible to all students. Industry Trips over break are meant to serve as exploratory experiences that are open to freshmen and sophomores. To further encourage participation, the cost of the trip is covered by Carleton. Examples of recent industry trips include a communications trip to Minneapolis, a tech trip to the Bay area, and a policy trip to Washington DC. Like the other schools visited, Carleton encourages students to start seriously contemplating career option in their sophomore year. Sophmorphosis is a 2 week program hosted by the Career Center with a session on internships, externships, fellowships. This program is also tied to the Major’s Fair to encourage students to start thinking about their next steps. For seniors that did not engage with the Career Center early in their time at Carleton, The Career Kickstarter program is designed to be a crash course in resume and cover letter writing, reflection, and the application process. This 5 week course is not credit bearing and is taught by the Career Center staff.

In 2017, \$450,000 was awarded to 125 students with unpaid or underpaid internships through the summer internship program. Participation in this program requires a strong reflection component that includes assessments of the internship supervisor, assessment of the student and a blog component for students to reflect on the learning objectives selected at the beginning of the internship. About one third of Carleton students do an internship over the summer.

Carleton manages their alumni participation with a “commitment spectrum”. Alumni are encouraged to start at the low commitment end of the spectrum and are elevated based on their desired interactions.

For example, if an alum wants to be more involved after hosting 30 Minute, one-on-one sessions with students, it may be suggested that they have an externship, or sit on a panel. The Alumni database is accessible by students at any time and students are encouraged to network on their own. The database software is central to Carleton, so alumni are encouraged to include information in their profiles that they may not put in their LinkedIn profile. For Carleton, the “core employer” list is determined by where influential alumni and parents live and work.

v. The College of Wooster

In addition to the four site visits, Interim Director of Career Services Anne Jones visited The College of Wooster and returned with the following findings.

The College of Wooster had a vision of integrating academic, professional and personal goals to encourage students to make the most of their time in college and prepare for a satisfying post-college life. After the completion of an ad hoc task force on this issue, Wooster combined 6 major areas to create a conglomerate for future planning, APEX. APEX stands for Advising, Planning and Experiential Learning. The office includes the Registrar, academic advising, the Learning Center, career planning, experiential learning, entrepreneurship and off campus studies. The APEX center is located in a high traffic area within the library. A total of 26 advisors now exist within this entity.

To encourage early engagement, each student meets with a faculty member and a career services staff member during their summer registration. In addition to selecting courses for the upcoming semester, the advisors help students start thinking about a 4 year plan and the experiences they would like to have, both curricular and co-curricular, while at Wooster. The Career Services team also hosts panels during the registration programs.

Students have many opportunities to travel to different cities to meet CEOs and alumni. These trips of 15-20 students are fully funded by Wooster and provide a transformational exploratory experience. The annual operating budget for the Career Services team is less than \$20,000, however, summer funding allows for 60 students to receive \$2,500 in internship funding each year.

Developing a Framework for the Life After Lawrence Task Force

The subcommittees of the Life After Lawrence Task Force continue to analyze best practices and identify challenges to overcome when preparing students for their next steps after Lawrence. During the course of this work, certain themes have begun to emerge.

The purpose of this document is to create a framework that the task force can use to inform suggested actions and to create a final report on the accomplishments and recommendations of the task force. The identified themes have been listed under the subcommittee most appropriate to further expand upon each item. An additional section titled “Administration” includes themes that do not fit into any of the existing subcommittees. These ideas will be picked up by Chris Card, Katie Kodat, and the Career Services office.

Curriculum and Learning

Phase 1

- **Link academic advising (majors) to career advising.** Demonstrate that multiple career paths may result from one academic major. Improve communications between career services and academic advisors (faculty) to best support a student’s goals.
 - Create opportunities for students to explore “career clusters” of interest.
 - Link Life After Lawrence efforts with an initiative within the Center for Academic Success for an enhanced structure for academic advising.
- **Preparation for professional school [pre-business, pre-law, pre-health].** Strengthen relationships between faculty in relevant majors and Career Services. Strategically increase internship, externship, and shadowing partnerships.
- **Continue to offer “tools” courses during D-Term for additional skills building.** Examples include: Excel, Adobe Creative Suite, programming/webpage design, accounting, physiology, Final Cut Pro
 - Improve visibility of current offerings as well as increase the number of offerings of these types of courses.
 - Emphasize mentoring programs as well as alumni to lead such courses.
 - Consider opportunities for test preparation during D-Term (ex: MCAT).
 - Consider offering a catalog of online courses (MOOCs) during D-Term.

Phase 2

- **Fellowships and the fellowship process.** Improve visibility, communication, and faculty collaboration with fellowships and pre-professional advising to increase the number of applicants and awardees.

Phase 3

- **General Education requirements and relevant workplace skills.** Increase or more clearly identify opportunities within the curriculum for students to develop

and refine relevant workplace skills such as: presentation skills, data analysis, and group problem solving.

- Draw on Career Readiness Competencies (outlined by NACE) as an aspect for fulfilling existing General Education Requirements and rely on this framework as one source of input as we redefine these requirements in the future.
- Continue and deepen the integration of service learning and experiential learning into the curriculum.

Phase 4

- **3-2 Program. Articulating agreements for professional schools.** Lawrence has not reviewed its set of articulation agreements with professional schools, nor its 3-2 Program relationship in many years. To provide a better connection between a Lawrence education and professional preparation we will invigorate the options that we provide.

World of Work

Phase 1

- **Upgrade technological infrastructure. Determine best practices for use of technology.** Determine which types of networking and career technology is most useful for students. Items to consider include, considering how recruiting and hiring processes have evolved and how employers are interacting with potential hires.
 - Provide training on best practices for connecting students to alumni (LinkedIn).
 - Issue a RFP and select a tool that connects students to work opportunities.
 - Update the Career Services webpage and feature it more prominently on the Lawrence homepage.
 - Explore integrating CMS tools (Career Services, Development, ACE) to share alumni engagement information.

Phase 2

- **Develop a strategic growth plan for employer relations.** Determine the number of core relationships (including type of industry and location) that Lawrence is able to sustain with employers and internship providers and how these relationships will be fostered to maintain a strong partnership.
 - Ensure partnerships are aligned with student demand and interest.
 - Equal effort should be given to managing current relationships and building new ones.
- **Use employers and alumni to identify skill gaps of Lawrence grads.** Employers and alumni (and graduate programs) can provide feedback on skills that set graduates apart in their particular workplace. Lawrence can utilize this information to create programs that better prepare graduates. Additionally, Lawrence should be checking in with these partners regularly to assess any changes in need, expectations and application deadlines.
 - Specifically seek feedback on networking/professional etiquette, professional dress and interview skills.

- **Build a marketing plan to better engage and communicate with employer and internship partners.**
 - Develop a strategic plan for communications specific to Career Services.
 - Build an image of the “Lawrence difference” to present to employers and internship partners.
 - Use terms that resonate with employers, i.e. Data Science.

Phase 3

- **Strengthen efforts to provide students with exposure to alumni and industries in different cities.** Shadowing an alumnus in a field of interest can be a valuable part of the discernment process.
 - Consider categorizing alumni into “career clusters.” Provide students with an opportunity to explore different career paths in a field of interest.
 - It should be easy for alumni to “opt-in” to communicating with students.
 - Consider a formal alumni mentoring program.
- **Advise on a meaningful approach for how students use internships and experiential learning to gain experience.** Experiential learning opportunities need to be easy to find and accessible by all Lawrence students. Lawrence should encourage students to use their time away from campus to build valuable skills through an internship, research or service.
 - Encourage at least 2 professional experiences before graduation.
 - Coach students on how to incorporate service and leadership experience on a resume.
- **Provide feedback on a plan for meaningful on-campus employment.** Supervisors of student-employees should be encouraging goal-setting and a regular review process. This could be an area where students learn skills that might not be captured by the curriculum.
 - Consider more intentional job descriptions and a more rigorous hiring process.
 - All on-campus positions should be posted in LUworks and be made available to all.

Phase 4

- **Centrally manage all employment/grad data. Use data (first destination survey, med/law school acceptance, fellowship awards) to inspire stakeholders.** Create the template for a data set on Lawrence graduates that is accessible and searchable and can be used as a resource by current students, alumni, employers and prospective students. Use data to demonstrate to prospective students and families where alumni are going.
 - Utilize this data in admissions materials.
 - Determine most productive way to collect info on alumni career choices (ex: 5 years out, 10 years out after graduation).

Exploration and Supporting Students of All Backgrounds

Phase 1

- **Determine ways to introduce, engage and support students early in their Lawrence education on Life after Lawrence interests, goals and objectives.**

Students should be thinking about life after Lawrence during their first year on campus. Conversations around values and interests should be consistent and present across career services, curriculum, advising and should begin early to introduce students to potential paths to explore.

- Create a campus culture in which Life after Lawrence is central.
- Consider different ways to engage and communicate with students including:
 - developing a four-year exploration plan
 - helping students think more strategically about their time at Lawrence to build a more well-rounded profile of experiences
 - determining tools that can be used to help with discernment process
 - considering modes of communication for increased student engagement
- Develop a formal alumni connections/mentoring program.
- Enhance a student's ability to define and articulate transferable skills.
- Utilize alumni experiences to demonstrate meaningful and positive community impact in all career areas. Demonstrate that students can explore other outlets outside of non-profit work.

Phase 2

- **Determine whether Career Services should offer services for special populations.** Assess the pros and cons of offering specialized services for students that identify as part of a special population.
 - Ensure Career Services has a connection to the office of International Student Services.
 - Explore the use of career communities to support special populations.
 - Explore programs that target career options for Conservatory students.

Phase 3

- **Expand interview preparation offerings.** Students need to be comfortable talking about their major and previous experiences. Students need to be able to form ties between their previous experiences, job descriptions or graduate school tracks.
 - Enhance students' ability to articulate the advantages of a Lawrence experience.
 - Help students communicate the skills gained from extra-curricular activities (research trips, athletics, club leadership positions, awards).
 - Equip students with the skills to navigate career change.

Administration

Phase 1

- **Develop strategic direction for career services/define professional success.**
 - Utilize NACE guidelines to determine professional success for students.
 - Emphasize that all campus partners play a role in a student's career development. Outline specific ways individual partners will be involved - with Career Services at the lead.

- **Determine proper number and qualifications of Career Services Staff.**
 - Provide staff members with opportunities for continued training.
 - Explore ways to enhance the connection between pre-professional advising and Career Services and the Volunteer and Community Service Center and Career Services.
 - Ensure appropriate space for a newly defined department.
- **Develop a fundraising plan for Career Services.** Funding will be needed for any increased staffing in Career Services and for program funds to support student growth endeavors such as: travel to interviews, MCAT prep.

Phase 2

- **Assess the connections between Center for Academic Success, Academic Advising, Alumni and Constituency Engagement, Development and Career Services.**
 - Determine who will manage these connections.

Phase 3

- **Develop Career Communities.** Career communities provide students with access to tailored advising and inside information on application processes and nuances of their desired field. Examples of potential career communities include:

| | |
|-----------------------------------|---------------------------------|
| -Innovation and Entrepreneurship | -Law |
| -Conservatory (Music Performance) | -STEM |
| -Non-profit/mission driven | -Business and Finance |
| -Education | -Government and Social Science |
| -Health Professions | -Arts, Media and Communications |

Phase 4

- **Develop an Opt-out vs. Opt-in approach to career services.** Career planning should be a central part of a Lawrentian's journey. Students should be consistently encouraged by advisors, faculty, and peers to be considering their plans after graduation. No student should leave Lawrence without talking to someone about their future career.
 - Place higher priority on career exploration. Provide Career Services with a greater presence at Welcome Week.
 - Create an expectation that academic advisors connect students with, and work jointly with, Career Services.

Phase 5

- **Enhance interpersonal skills, networking, and interview skills learning opportunities.**
 - Increase the rigor of on-campus employment opportunities. Utilize interviews and review process as a learning opportunity.
 - Explore offering a non-credit course on career engagement.