



UTSA Classroom to Career Phase I Final Report

FEBRUARY 2019

**Classroom to Career Task Force
Chair, Heather Shipley, Ph.D.**

UTSA[®]
**Academic
Affairs**

EXECUTIVE SUMMARY

UTSA's Strategic Plan includes a Classroom to Career (C2C) Presidential Initiative to develop an integrated campus-wide framework for expanding and enhancing experiential learning opportunities for UTSA students. The Classroom to Career Task Force was charged with executing the data discovery and analysis phase (i.e., "Phase 1") of this initiative.

The Task Force, which included broad representation of key academic and administrative areas plus two UTSA students, convened from Sept 17 to Dec. 12, 2018. The Task Force compiled reports and recommendations based largely on data collected by its four subcommittees: 1) Internal Outreach, 2) Resource Availability, 3) External Outreach (i.e., identifying community needs and partners), and 4) Best Practices from Peer Institutions.

The Task Force had the following 16 overarching recommendations based on their discovery and analysis that would need to be implemented in order for the initiative to be successful and reach its Presidential target.

- Core office to coordinate this initiative plus College Point of Contact
- Clear definition of experiential learning activities, attributes/competencies needed, and goals
- Centralized website that includes front facing and then an internal facing for students, faculty, administrators, external partners
- Systems in place to help students articulate their attributes/competencies from their experiential learning activities and how to communicate to employers (marketable skills)
- Tracking system (e.g. On transcripts, Software, non-credit course, etc.)
- Training for students, faculty, staff, external partners (e.g. develop leadership certificate)
- Marketing of these initiatives so that it becomes a part of our DNA
- Support (e.g. staff, programing, etc.) for external partners to understand process, constraints, etc. to build strong partnerships
- Professionalizing UTSA's Work Study Program
- Certifying our current internal experiential learning activities (potentially creating a university committee)
- Central database with all the MOU, agreements, etc. for campus
- Faculty incentive and support program for experiential learning opportunities (long term)
- Faculty reward program for doing these activities
- Financial resources for students to support them doing experiential learning activities
- Student incentive program to develop experiential learning activities
- Establish workflow, policies/procedures, and appropriate HOP updates, etc.
- Greater collaboration and connectivity between the Career Center and Corporate and Foundation Engagement

Introduction

Experiential learning has been shown to produce numerous benefits that align with UTSA's vision of exemplifying an urban-serving, Hispanic-thriving discovery enterprise. A few of the benefits of implementing a robust, campus- and community-wide experiential learning initiative are listed below:

- Experiential learning facilitates a fuller understanding of the real-world applications of students' classroom learning and has been shown to increase student engagement, which can in turn improve student retention.
- Experiential learning can generate marketable skills that enhance a student's self-efficacy and improve career success.
- Through providing interns, UTSA can benefit businesses, non-profits, and government organizations throughout the San Antonio community and beyond.
- UTSA can engage more students, particularly at the undergraduate level, in research-related engaged scholarship.
- A campus-wide experiential learning framework will further encourage cross-disciplinary and cross-cutting collaborations among university units.

The Classroom to Career (C2C) Initiative is multi-phase. The charge of the task force was to develop an integrated campus-wide C2C framework that includes goals, metrics, accountability and self-assessment, plus identify, connect, and align existing programs and identify partnerships that could lead to new or expanded programs, with an outcome of deepening student learning experiences and career success. Phase 1 was data discovery and analysis.

The Task Force for Phase 1 included broad representation of key academic and administrative areas plus two UTSA students (Appendix A). Full Task Force meetings were held every two weeks from Sept 17 to Dec. 12, 2018. The Task Force developed a creative strategy for maximizing the accessibility and value of experiential learning at UTSA. They thought broadly about what experiential learning entails and the opportunities, including the value of program-related work experiences that may not be technically labeled as "internships" or similar at present.



Strengths, Weaknesses, Opportunities, and Challenges

Task force members formed breakout groups and identified the following strengths and weaknesses of the current experiential learning landscape at UTSA and opportunities and challenges of developing a new model.

Strengths

- Pockets of strong and diverse programs around campus
- Leverage the positivity, change, and excitement of the university
- There is a strong correlation to learning and experiential education for first generation students.
- Collaborative programs with various stakeholders in the city
- Resources are available for students (e.g. Career Center, Study Abroad, Center for Civic Engagement)
- Access to the community and the desire for student engagement
- Alumni are invested in experiential learning
- College undergraduate research programs
- College student success and professional development centers
- Growth of San Antonio
- Work study programs
- Student organizations
- Center for nonprofit work
- UTSA's Undergraduate Research Journal
- Honors college
- Structures to help engage students into experiential learning

Weaknesses

- Lack of good data on students participating in these activities
- Lack of a common language on experiential education
- Lack of rewards for working on experiential education in tenure & promotion process
- Lack of communicating what is available
- Lack of classroom space for hands-on curriculum to be engaging
- Inability to scale effective programs (lack of support staff, resources, etc.)
- Operating in silos
- Lack of resource
- Lack of consistent industry connections and experiential opportunities- need more engagement and collaboration
- Not enough labs and quality lab equipment
- Need more emphasis on what a well-trained and ready graduate looks like
- Lack of development of marketable skills

Opportunities

- Student body needs experiential learning opportunities
- Structure of undergraduate research
- Building capstone courses
- Career Center
- Student success centers
- More funding for RowdyCorp program
- Receiving data on these activities through labs, industry engagement
- Creating an across campus tracking system for these activities
- Linking students to career pipelines and skill sets
- Community members wanting to work and help the students
- Special recognition
- Incentives for faculty
- Faculty development tied to learning outcomes
- Soft skills development

Challenges

- Resource intensive programs
- Students having imposter syndrome
- Engaging students in their academic career
- Advisor knowledge of experiential opportunities on campus
- Curriculum availability
- Lack of protocol and process for internal and external partnerships
- May receive push back from areas that have ownership over their experiences
- Students see this as extra work
- Undergraduate research funding
- Community organizations lack capacity to evaluate students
- Inadequate funding for design/competition- based student organizations
- Inadequate funding for outreach and research
- Getting people to use service learning
- Lack of clarity on undergraduate opportunities and requirements
- Creating systems to meet the needs of community
- Helping student understanding and articulation of these experiences



QEP

UTSA will develop a Quality Enhancement Plan (QEP) as part of the SACSCOC Reaffirmation of Accreditation. On May 4th of 2018, a QEP discussion group comprising broad university representation came together with UTSA's Accreditation Specialist, Dr. Gerry Dizinno, to discuss potential areas to be addressed in the QEP. After considering strategic projects that have been identified university-wide, categorizing the types of projects, and identifying their possible impacts, the team identified a list of topics related to student success and the student experience. The participants agreed that experiential learning could be a viable option for the QEP that fits within UTSA's Strategic Plan. These initial recommendations will be passed on to the newly-formed C2C task force that will identify a component of the C2C institutional initiative that may be pursued as the QEP for our 2019-2020 decennial review.



Subcommittee Reports

Subcommittees of the Task Force examined the following: 1) current experiential learning opportunities available to UTSA students, including best practices that can be derived from these examples; 2) resource availability for expanded experiential learning opportunities (e.g., relevant scholarships, work-study, etc.); 3) needs within the local community (business, non-profit, government) that can be served through experiential learning partnerships; and 4) model systems at peer institutions.

Internal Outreach

The subcommittee outreached to internal constituents through a survey. The survey was sent to the Academic Deans, all UTSA faculty, and major units on campus. Appendix B provides the survey questions that were asked. Appendix C provides the survey results. The first set includes the faculty responses organized by College as well as the responses from the College Deans. The second set includes the responses from the Directors of major units on campus.

UTSA faculty or staff who did not have an opportunity to complete the survey may still do so at the following links, as data will continue to be used in Phase II: [Faculty Survey](#); [Staff Survey](#)

In general, the following table highlights the major activities reported by survey participants.

Work Study	7
Service-Learning	19
Practice-Based Research	15
Internship	42
Professional Development Programming	17
Marketable Skills Programming	19
Leadership Skills Development	3
Student Organizations	6
Externship	4
Volunteerism	19
Community Engagement	23
Community -Based Participatory Research	6
Engaged Scholarship	12
Field Experience/Practicum	25
Study Abroad	20
Capstone/Design Project	26
Independent Study	33
Practice-Based Learning	28
Co-op	2
Clinicals	7

The overall consensus from the subcommittee is that a centralized and efficient tracking system for experiential learning opportunities and outcomes is needed. Many are tracking experiences on a variety of systems and many do not have any tracking mechanism at all. In order to be able to understand and measure the impacts of the programs and opportunities provided for our students this system is imperative.

Another observation is a need for additional staff and resources to support experiential learning activities across both academic units and service centers. The data suggests that some colleges and/or departments have found a way to invest in these activities or have faculty or staff who have taken this on as an extra responsibility. Having consistent resources across the academic units is important to ensure we are providing opportunity for all students regardless of major. Additionally, the coordination between the academic units and the service centers varies by college/department. Our recommendation is to

assign/hire an Experiential Learning Liaison for each college to collaborate with the service centers on needs specific to the academic unit or department.

The subcommittee acknowledges that this is not a comprehensive list and that additional data should continue to be collected on programs being run at UTSA.

Resource Availability

Students who are engaged in experiential learning from the early stages of their academic journey, have the greatest potential for post-graduation success. UTSA aims to create workforce-ready students, while providing an efficient and affordable educational experience. Understanding that student success is closely tied to resource availability, the Resource Availability Subcommittee approached this exercise by researching four categories of information: Internal (UTSA) Resources, Local/Community Resources, Government/Federal Resources and New and Innovative Resources. Based on this research, there are several recommendations to reorganize internal resources, with suggested methods for increasing student knowledge of and access to resources and greater engagement with campus support systems. Furthermore, there are additional recommendations to increase pursuit of external resources and increased success rates for securing student resources from an institutional level.

Based on their analysis, the subcommittee had the following endorsements. Specific resources are found in Appendix D:

- Develop a Student Resource Lab, taking a holistic approach to researching, cataloging and maintaining a directory of resources available to UTSA students. Create a position to lead this office, which would be responsible for connecting students to the already robust slate of resources at UTSA.
- Increase pursuit of competitive student opportunities, specially focusing on federal programs (internships, fellowships, research exchange) that provide funding for room/board, travel, stipends and other resources to support students during their engagement. Recommendation #1 could house staff to assist with identifying, promoting and supporting students in pursuit of these opportunities. Each college could designate a faculty mentor (or multiple), who are responsible for mentoring students and reviewing their applications/proposals, with a focus on increasing the number of applications submitted and the level of support secured (KPI).
- Incentivize faculty to seek funding support for student engagement, such as training grants and fellowship programs. Incentives can be tied to tenure and promotion/annual evaluations, and could include financial incentives or course buy-outs and should be valued by the leadership in each college.
- University College, the Graduate School and the Office of the Vice President for Research, Education and Knowledge Enterprise could develop an annual training/information session schedule to inform students on internal and external resources. Workshops could include existing offerings from the Career Center, expanding new offerings on proposal writing and grantsmanship.
- Leverage the Work-study Program to create more impactful internal work experiences for UTSA students. Require greater accountability on hiring managers, shifting focus of work assignments from administrative duties to marketable skills building and technical research projects.
- Require UTSA Centers and Institutes (C&Is) to provide a certain level of student experiential learning opportunities annually. C&Is have the ability to provide student internships, work-study opportunities and other experiential learning opportunities that can be more time effective for students balancing hectic schedules.
- The Education Design Lab could assist UTSA in the ideation of fundraising, financial modeling, tech integration, graphic design and marketing for greater access to student resources.



External Outreach

The subcommittee outreached to external constituents in two ways, through interviews with corporations and through a survey of recruiters to see how they viewed the C2C initiative, what experiences they want future employees to have, and how they want to interact with our students. Key takeaways from these interviews and survey are provided. For corporations, the overarching theme was the value of an internship to students. These interviews revealed the need for UTSA to educate and show the value of other experiential learning opportunities along with internships to employers in creating a marketable employee.

Corporate Informational Interviews

Ten informational interviews with key recruiters and corporate contacts were conducted by the committee. Going forward for Phase II, it is suggested that a similar kind of survey that we sent to the recruiters be done for all the nonprofit leaders in the area. Many of them belong to professional organizations that can help us distribute the survey and increase participation.

- Corporate employers fully understand the value of experience, and how experience differentiates one candidate over another.
- Corporate representatives (recruiters and managers) appreciate the value of internships. They do not yet appreciate the value of other experiential learning opportunities like undergraduate research, service learning, mentoring, shadowing, competitions, etc. In their opinions, study abroad and summer experiences are great, but do not offer as much value as an internship.
- Recruiters/employers regularly expressed their interest in a customized pipeline of students, particularly for hard to recruit areas (computer science, engineering, etc.)
 - Internships are considered a logical method for attaining such a pipeline
- Internships provide opportunities for companies to determine whether a student might be a good cultural fit. Introducing a student to a company's organizational culture is a prime motivator for engaging interns.
- Larger companies: interns are often offered and accept jobs that are different from where they interned.
- Companies value their own internships, but also value any internship experience, particularly with other companies that are known commodities.
- Internships require considerable investment from the company's perspective, particularly as it relates to supervision and mentoring of the intern. Some companies struggle with how to structure the internship to be productive for everyone involved.
- Companies would be interested in programs that prepare students for internships (e.g.: leadership program)

- There is a recognition that companies need to get in front of students earlier and, conversely, students need more early opportunities to gain experience.
- Companies who are successful connecting with students early in their academic career see “bridge programming” (from one internship to the next) as critical to student engagement.
 - Bridge programming may be best expressed through undergraduate research, competitions, project based coursework.
- Cost per hire is increasing for many companies, particularly in a low-unemployment/high competition environment. Therefore, any investment in additional programming beyond traditional internships and career fairs often requires a solid business case.
 - Need for better ROI and case for efficiency.
- Employers are interested in programs that will help reduce turnover/attrition.
- Employers, who are impressed with UTSA students’ performance at job fairs, internships, etc., often cite those students who are part of a regimented student success program (e.g.: Center for Professional Development in College of Business).
- Employers who do not recruit through specialized programs discussed the need for additional training for UTSA student on professional dress, researching the employer, practice interviews, and connecting skillsets to the employer.
- Companies value students who can work in teams. Advocate for programs that encourage team projects and help students understand how to work with people from different departments/disciplines.
- Students need better understanding of working from the “bottom up.” Students need help understanding the value of their entry-level experience and leveraging it.
- UTSA’s diversity is a strength, but few of the surveyed employers seemed aware of how diversity can enhance cultural awareness.

Recruiter Survey

The survey was sent to 70 recruiters who had expressed an interest in attending the Career Center Symposium on December 18th. The first round was an online survey. The recruiters did not identify themselves in the survey, nor did they identify their industry. There were 15 respondents in the first round. Paper surveys were distributed at a second round during the Symposium, and a total of 18 surveys were collected. The skills described in the survey were identified by the National Association of Colleges and Employers (NACE). We selected this set in the hopes that the recruiters (many of whom belong to NACE) would recognize/understand them. The competencies below were selected from here: <http://www.experian.com/blogs/news/datatalk/predictive-hiring/>. We excluded those that felt redundant with the skills above. We also added Cultural Awareness, given UTSA’s demographics. The survey and the detail results can be found in the appendices.

- Most recruiters/employers prefer a single point of contact.
- Nearly half of companies are reporting cost to hire has increased over the course of the last three years. One third reported it has remained constant.
- All recruiters will be utilizing career fairs and on-campus interviews for recruiting, noting a traditional model persists.
- Internships and externships are overwhelmingly considered the most important by the employers.
- Undergraduate research, mentoring, and shadowing were deemed least important. Service learning was valued moderately important.
- Professionalism and Leadership were determined to be most important skills to the company, followed by Teamwork.
- Digital Literacy, Entrepreneurship, Written Communication, and Career Management were determined least important.
- Consistency and Ownership were most important. Curiosity, Polish, and Cultural Awareness were deemed least important. Grit spanned the spectrum.

- UTSA students were rated as average on all competencies.

Best Practices from Peer/Aspiring Institutions

The following provides the report of activities and recommendations of the UTSA Classroom to Career Best Practices Subcommittee. The purpose of the subcommittee was to conduct an external review of high impact practices and programs at other institutions, develop a set of standard questions to obtain the needed information, consider scalability, and identify ways to efficiently track experiential learning activities.

Peer and model institutions were identified by the subcommittee and leadership team of the Classroom to Career Task Force at-large (see Appendix A). The subcommittee developed a list of questions/items to ask each peer and model institution (see Appendix G). Each member of the subcommittee was assigned approximately three institutions to review/contact.

Based upon conversations with institutions and information found online, the subcommittee has identified the following recommendations for consideration.

- Creation of a centralized office to coordinate experiential learning efforts and tracking (University of Georgia, University of Cincinnati; Dartmouth College; and University of Arizona).
- Dedication of at least one staff person in each college dedicated to coordinating experiential learning efforts (University of Georgia and University of Arizona).
- Creation of curriculum teams or governing committee in each college to review and approve experiential learning opportunities available to their students (University of Georgia and University of Texas at Austin).
- Creation of a centralized online database or portal for students to access that includes experiences by category (courses, study abroad, internships, service learning, etc.) with attributes, expectations, marketable skills associated with each (University of Georgia, University of Cincinnati, Dartmouth College, University of Arizona, and the SUNY System.)
- Development of a glossary that clearly defines experiential learning opportunities with attributes and categories for each activity (University of Cincinnati).
- Offer a large number of experiential learning options to meet needs and interests of large student body. The University of Georgia, similar in size to UTSA, currently offers over 1600 experiential learning activities.
- Creation of on campus experiential activities (work study, tutoring, peer mentoring, student organizations, etc.) as 'certified experiential learning' to reduce costs to students and increase accessibility and scalability (Florida State University).
- Build a campus culture that 'experiential learning is in our DNA' (Florida Gulf Coast University, University of Cincinnati, University of Maryland).
- Dedication of institutional funds for student experiential learning scholarships (University of Georgia).
- Dedication of institutional competitive grant funds for faculty to create experiential learning opportunities (University of Georgia, University of Arizona, Dartmouth College, and SUNY System).
- Develop a tracking mechanism for student participation and engagement. Several universities had utilized software/platforms such as Simplicity, Handshake, Give Pulse, or Banner. The subcommittee recommends linking experiential learning activities to zero credit hour courses which are placed on the academic transcript (Florida State University, University of Maryland Baltimore County and Texas A&M University). In addition, the University of Houston asks students to complete a survey during their final semester identifying the experiential learning activities one participated in and then distributes graduation cords to students upon completion of the survey (100% response rate).

- Development of a well stated targeted goal for student participation and utilization of tracking mechanism as mentioned above to monitor student engagement in real-time.
- Conduct assessment in multiple facets to include: student reflections of experience, faculty/staff evaluation of student work, and outcome evaluation of the C2C initiative.



Potential Metrics

The President's target is for 75% of undergraduate students to graduate with some form of experiential learning experience by 2028. The Task Force identified a subset of UTSA's Key Performance Indicators (KPIs) to use for this initiative which are the following:

- Retention (17)
- Graduation Rates (Undergrad) (35)
- Enrollment and Semester Hours (13) – *the task force noted that experiential learning could increase the number of summer units*
- Marketable Skills (48)
- Student Engagement (52)
- Strategic Partnerships (50) – *including potentially a naming opportunity*
- Reputation (39)

In addition, the Taskforce discussed using the following measurement tools:

- Student surveys:
 - NSSE
 - Student Satisfaction Inventory (will now be used in alternating years with NSSE)
 - Graduate student survey
- Gather relevant data from current programs
- Transcribing participation in experiential learning activities
- Software to track these experiences and aid faculty in creating and assessing these activities.



Recommendations

The Task Force had the following 16 overarching recommendations based on their discovery and analysis that would need to be implemented in order for the initiative to be successful and reach its Presidential target.

- Core office to coordinate this initiative plus College Point of Contact
- Clear definition of experiential learning activities, attributes/competencies needed, and goals
- Centralized website that includes front facing and then an internal facing for students, faculty, administrators, external partners
- Systems in place to help students articulate their attributes/competencies from their experiential learning activities and how to communicate to employers (marketable skills)
- Tracking system (e.g. on transcripts, software, non-credit course, etc.)
- Training for students, faculty, staff, external partners (e.g. develop leadership certificate)
- Marketing of these initiatives so becomes a part of our DNA
- Support (e.g. staff, programing, etc.) for external partners to understand process, constraints, etc. to build strong partnerships
- Professionalizing UTSA's Work Study Program
- Certifying our current internal experiential learning activities (potentially creating a university committee)
- Central database with all the MOU, agreements, etc. for campus
- Faculty incentive and support program for experiential learning opportunities (long term)
- Faculty reward program for doing these activities
- Financial resources for students to support them doing experiential learning activities
- Student incentive program to develop experiential learning activities
- Establish workflow, policies/procedures, and appropriate HOP updates, etc.
- Greater collaboration and connectivity between the Career Center and Corporate and Foundation Engagement

Phase II of the Classroom to Career Initiative will focus on building a team to implement the recommendations that the Phase I Task Force determined, including continued outreach to campus faculty, staff, and students, as well as community partners, to identify opportunities and seek input.

Appendices

- A. Phase I Task Force Membership
- B. Internal Outreach Survey Questions
- C. Internal Outreach Survey Results
- D. Specific Resources for Experiential Learning Activities
- E. Recruiter Survey
- F. Recruiter Survey Results
- G. Best Practices Subcommittee External Institutions and Standardized Questions

Appendix A: Phase I Task Force Membership

Classroom to Career Phase I Task Force

Heather Shipley

Chair

Senior Vice Provost of Academic Affairs and Dean of University College

John Aguirre

Student Government Association Academic Affairs Committee Chair

Maria Alejandro

Director of the Center for Civic Engagement, University College

Nicole Beebe

Associate Professor, Information Systems and Cyber Security, Director of the Cyber Center for Security and Analytics

Albert Carrisalez

Assistant Vice President for Government Relations and Policy

Amy Chanmugam

Associate Professor and Department Chair Social Work

Stefanie Cisneros

Assistant Athletics Director

Alberto Cordova

Assistant Dean for Student Success for the College of Education and Human Development, Associate Professor, Kinesiology, Health, and Nutrition

Shawn Farrell - Chair of External Outreach Subcommittee

Assistant Vice President for Corporate and Foundation Engagement

Kasey Neece Fielder

Associate Vice Provost for Strategic Planning and Assessment

Jill Ford- Chair of Internal Outreach Subcommittee

Assistant Dean and Director of Student Success Center, College of Engineering

Sean Kelly

Dean, University College

Turgay Korkmaz

Associate Professor, Computer Science

Jose Longoria

Student Government Association Academic Affairs Committee Vice-Chair

Kristin Ludwig

Assistant Vice President for Development and Analytics, Alumni Programs

Harry Millwater
Professor, Mechanical Engineering

Sue Ann Pemberton
Assistant Professor in Practice, Architecture

Elisa Perkins
Citymester Program Manager, Honors College

LT Robinson
Assistant Dean of Students

Scotty Scott
Assistant Director, Career Center

**Jaclyn Shaw – Chair of Resource Availability
Subcommittee**
Director of Research Support

Tom Tunstall
*Senior Director, Research Economic Development,
Institute for Economic Development*

David Ray Vance
Associate Professor, English

**Tammy Wyatt – Chair of Best Practices
Subcommittee**
Associate Vice President for Student Success

Appendix B: Internal Outreach Survey Questions

Survey Instrument

Academic Units

Faculty:

Please check and list the name and description of courses or programs you lead or collaborate in, either at the departmental or individual level, where students participate in a significant experiential learning experience or project (please exclude lab-based courses but do include courses with a capstone, senior design, or service learning component). If leading or collaborating on an effort at the department level, please indicate here:

- ☐ Internship
- ☐ Externship
- ☐ Independent Study
- ☐ Capstone and/or Design Project
- ☐ Co-op
- ☐ Clinicals
- ☐ Practice-Based Learning
- ☐ Service-Learning
- ☐ Field Experience/Practicum
- ☐ Study Abroad
- ☐ Volunteerism
- ☐ Community-Based Participatory Research
- ☐ Practice-Based Research
- ☐ Engaged Scholarship
- ☐ Community Engagement
- ☐ Professional Development Programming
- ☐ Marketable Skills Programming (beyond curriculum)
- ☐ Other

Please provide a short description of the program:

For each category please check the resources you are aware of that support the program:

- ☐ Staffing
- ☐ Financial
- ☐ Technology/Software
- ☐ Tracking Systems

Describe tracking systems (if checked; see question #4 above). Examples may include PeopleSoft, Cayuse, Banner, Homegrown, etc.: Other Are there additional resources needed to help support the program(s)? Please describe the type of resources needed for each program.

Deans:

Please check and briefly describe experiential learning programs or activities at the college level (ex. Honors Programs, Service Learning Programs, Undergraduate Research, Research Centers with undergraduate student involvement, etc.). Note: faculty are being surveyed in parallel about programs they run individually or in teams.

- ☐ Internship
- ☐ Externship
- ☐ Independent Study
- ☐ Capstone and/or Design Project
- ☐ Co-op
- ☐ Clinicals

- ☐ Practice-Based Learning
- ☐ Service-Learning
- ☐ Field Experience/Practicum
- ☐ Study Abroad
- ☐ Volunteerism
- ☐ Community-Based Participatory Research
- ☐ Practice-Based Research
- ☐ Engaged Scholarship
- ☐ Community Engagement
- ☐ Professional Development Programming
- ☐ Marketable Skills Programming (beyond curriculum)
- ☐ Student Organizations (please check all attributes that apply to organizations in your Academic Unit)
 - ☐ Professional Development Focus
 - ☐ Marketable Skills Programming
 - ☐ Community Engagement
 - ☐ Volunteerism
 - ☐ Leadership Development
 - ☐ Hands-on Learning
 - ☐ Other
 - Please describe
- ☐ Other

Please provide a short description of the program:

For each category please check the resources you are aware of that support the program:

- ☐ Staffing
- ☐ Financial
- ☐ Technology/Software
- ☐ Tracking Systems
 - ☐ Describe tracking systems (if checked; see question #4 above). Examples may include PeopleSoft, Cayuse, Banner, Homegrown, etc.:
- ☐ Other

Are there additional resources needed to help support the program(s)? Please describe the type of resources needed for each program.

Describe Surveyed Campus Offices

Units (includes student affairs service centers, academic affairs service centers, and strategic enrollment service centers)

Please check and briefly describe experiential learning programs or activities run by your area (ex. Internship coordination, job-shadowing, professional development, etc.)

- ☐ Internship
- ☐ Externship
- ☐ Work Study
- ☐ Independent Study
- ☐ Clinicals
- ☐ Practice-Based Learning
- ☐ Service-Learning
- ☐ Field Experience/Practicum
- ☐ Study Abroad
- ☐ Volunteerism
- ☐ Community-Based Participatory Research
- ☐ Practice-Based Research

- ☐ Engaged Scholarship
- ☐ Community Engagement
- ☐ Professional Development Programming
- ☐ Marketable Skills Programming
- ☐ Leadership Skills Development
- ☐ Student Organizations (please check all attributes that apply to student organizations in your unit)
 - ☐ Professional Development Focus
 - ☐ Marketable Skills Programming
 - ☐ Community Engagement
 - ☐ Volunteerism
 - ☐ Leadership Development
 - ☐ Hands-on Learning
 - ☐ Other
 - Please describe
- ☐ Other

Please provide a short description of the program:

For each category please check the resources you are aware of that support the program:

- ☐ Staffing
- ☐ Financial
- ☐ Technology/Software
- ☐ Tracking Systems
- ☐ Other

Describe tracking systems (if checked; see question #4 above). Examples may include PeopleSoft, Cayuse, Banner, Homegrown, etc.:

Are there additional resources needed to help support the program(s)? Please describe the type of resources needed for each program.

Appendix C: Internal Outreach Survey Results

<https://utsacloud.sharepoint.com/:x:/s/vpaa/Eeve-65wvGFNuJDfJxhR7h8BMT8PMTRYyu2QSVYwXQJ9YA?e=Wi6FTR>

Appendix D: Specific Resources for Experiential Learning Activities

Internal (UTSA) Resources

- Career Center
 - Handshake
 - Internships
 - Work-study Funds
 - On-Campus Jobs
 - College of Business – Marketable Skills
 - International Student Career Start Resource Handbook
 - Career Closet (Clothing Loaners for Interviews)
 - Career Fairs and Networking (On Career-Center Events)
 - Sample Resumes, Guides, Templates (On Career Center-Resources)
 - Mock Interviews (On Career-Center Resources)
- Rowdy Link
- UTSA Engaged
- UTSA Scholarships and Financial Aid
- First Year Experience
 - AIS Academic Pathway Course
 - University Peer Mentorship
- Office of Undergraduate Research
 - Undergraduate Research Conference and Creative Inquiry Showcase
 - Journal of Undergraduate Research and Scholarly Works
 - OUR Scholarships
- UTSA Scholarships One-Stop
- Graduate School
 - Tuition and Funding
 - Assistantships, Fellowships and Awards
 - Federal, State and Institutional Funding
- College Success Centers
- Alumni Scholarships Page
- College of Sciences Scholarships Page
- College of Liberal and Fine Arts Page
- College of Education Scholarships Page
- College of Engineering Scholarships Page
- Research Conferences (COS, COLFA, CACP Conferences, SURF, Undergraduate
- Research Conference and Creative Inquiry Showcase)

Local/Community Resources

- P-20 Programs
 - Instructional Outreach – TRIO, Upward Bound, PREP, UTSA Ready
 - Student Retention – ACTS Partnership, G-Force, LSAMP, McNair, TATE
 - Road to College and Career
- San Antonio Mentorship Network
- Citymester
- Networking with UTSA Alumni
- City of San Antonio Career Center
- AmeriCorps

- [Bexar County Network of Care](#)
- [Dress for Success](#)
- [Workforce Solutions](#)
- [Project Quest](#)

Government/Federal Resources

- [Research Experiences for Undergraduates \(REU\)](#)
- [Council for Undergraduate Research](#)
 - [Annual Symposium](#)
- [National Science Foundation - Graduate Research Fellowship Program \(GRFP\)](#)
- [National Science Foundation - International Research Experiences](#)
- [Archer Fellows – UT System](#)
- [Pathways \(Federal Internship/Employment\)](#)
- [USA Jobs – Students and Recent Grads](#)
- [Association of American Medical Colleges](#)
 - [Summer Internships](#)
- [Pathways to Science Summer Research Opportunities](#)
- [The Oak Ridge Institute for Science and Education \(ORISE\)](#)
 - [Internships and Fellowships](#)
 - [Career Development \(STEM Careers\)](#)
- [Bank of America Student Leaders Program](#)
- [Hispanic Scholarship Fund](#)
- [Research Internships in Science and Engineering](#)
- [National Endowment for the Humanities Fellowships](#)
- [GoGrad.Org \(Fellowship/Internship Help\)](#)
- [Fulbright Student Programs](#)
- [NAFSA – Study Abroad Resources](#)
- [DOD STEM Laboratory Tool](#)
- [DOE National Laboratory Systems – Student Opportunities](#)
 - [Ames National Laboratory](#)
 - [Argonne National Laboratory](#)
 - [Brookhaven National Laboratory](#)
 - [Idaho National Laboratory](#)
 - [Lawrence Berkley National Laboratory](#)
 - [Lawrence Livermore National Laboratory](#)
 - [Los Alamos National Laboratory](#)
 - [National Renewable Energy Laboratory](#)
 - [Oakridge National Laboratory](#)
 - [Pacific Northwest National Laboratory](#)
 - [Sandia National Laboratories](#)

New and Innovative Resources

- [Education Design Lab](#)
- [Suitable.Com](#) – Student Development Tools
- [Library-Literature on Research](#)
- [National Security Collaboration Center – Industry Contracts](#)
- [UTSA Centers and Institutes](#)
- [San Antonio Life Sciences Institute](#)

- Grant Writing Support for Students – Partnership between Research and Academic Affairs
- National Laboratory Initiative – Info sessions and application support

Undergraduate Support Programs/Information:

- https://www.nsfgrfp.org/applicants/other_opportunities
- Graduate and Post-Doctoral Support programs/information:
- https://www.nsfgrfp.org/applicants/other_opportunities
- Federal Scholarships, Fellowships, Internships, and Research Opportunities for Students in
- STEM: https://www.nsfgrfp.org/applicants/other_opportunities
- Federal STEM Education & Training opportunities for undergrads site:
- <http://stemundergrads.science.gov/>
- Federal STEM Education & Training opportunities for grads site:
- <http://stemgradstudents.science.gov/>

Appendix E: Recruiter Survey

1. Based on your company's recruiting needs, do you prefer:
 - ☐ Single point of contact
 - ☐ Multiple points of contact
2. Over a three year average, has your cost-per-hire:
 - ☐ Increased
 - ☐ Decreased
 - ☐ Remained the same
 - ☐ Don't know
3. Which methods do you anticipate using to recruit future personnel? Check all that apply.
 - ☐ On-campus interviews
 - ☐ Career Fairs
 - ☐ Virtual (chat, skype, etc.)
 - ☐ Company site visits
 - ☐ Other
4. Rank the following in order of importance for gaining "real-world experience:"
1 being "most important" and **6** being "least important"
 - ☐ Undergraduate research
 - ☐ Service Learning/Volunteer Projects
 - ☐ Externships
 - ☐ Internships
 - ☐ Mentoring
 - ☐ Shadowing
5. Please rank the following skills in order of importance to your company.
1 being "most important" and **8** being "least important"
 - ☐ Oral Communication
 - ☐ Written Communication
 - ☐ Teamwork/Collaboration
 - ☐ Digital Literacy
 - ☐ Leadership
 - ☐ Entrepreneurship
 - ☐ Professionalism/Work Ethic
 - ☐ Career Management
6. In your experience, please rank UTSA students' ability in the following:
 - ☐ Oral Communication
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
 - ☐ Written Communication
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
 - ☐ Teamwork/Collaboration
 - ☐ Strong
 - ☐ Average

- ☐ Needs Improvement
- ☐ Digital Literacy
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Leadership
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Entrepreneurship
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Professionalism/Work Ethic
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Career Management
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement

7. Please rank the following competencies in order of importance to your company.
1 being “most important” and **6** being “least important”

- ☐ Grit
- ☐ Consistency
- ☐ Curiosity
- ☐ Polish
- ☐ Ownership
- ☐ Cultural Awareness

8. In your experience, please rank UTSA students' performance in the following competencies:

- ☐ Grit
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Consistency
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Curiosity
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Polish
 - ☐ Strong
 - ☐ Average
 - ☐ Needs Improvement
- ☐ Ownership
 - ☐ Strong
 - ☐ Average

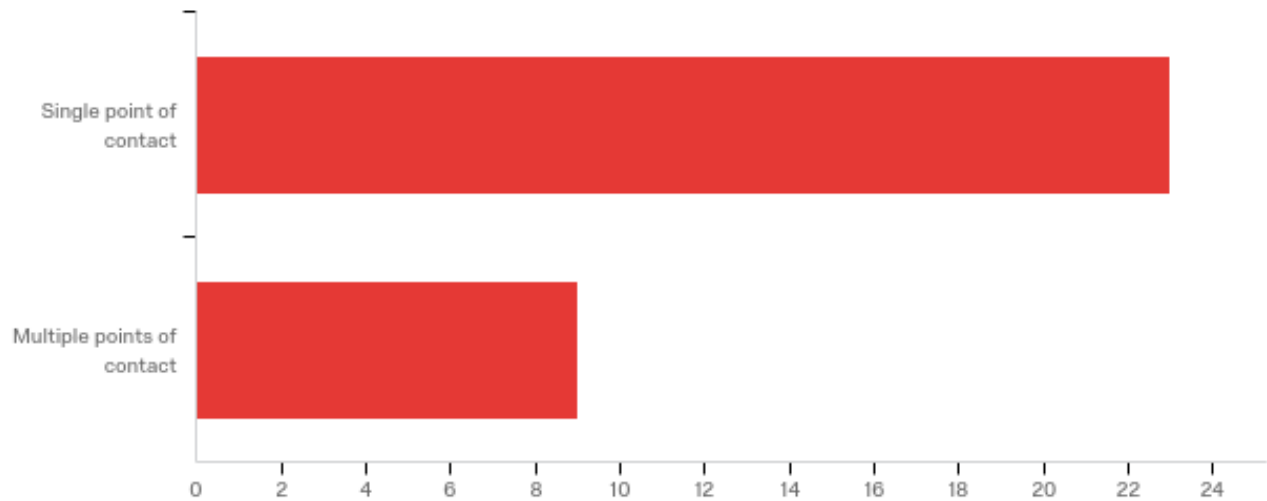
- Needs Improvement
- ☐ Cultural Awareness
 - Strong
 - Average
 - Needs Improvement

9. What are the majors are you most interested in hiring?

- ☐ Engineering
- ☐ Physical Sciences
- ☐ Health Sciences
- ☐ Humanities
- ☐ Social Sciences
- ☐ Computer Sciences
- ☐ Communications
- ☐ Education
- ☐ Economics
- ☐ Accounting
- ☐ Business
- ☐ Government/Policy
- ☐ Cybersecurity
- ☐ Data Sciences
- ☐ Marketing

Appendix F: Recruiter Survey Results

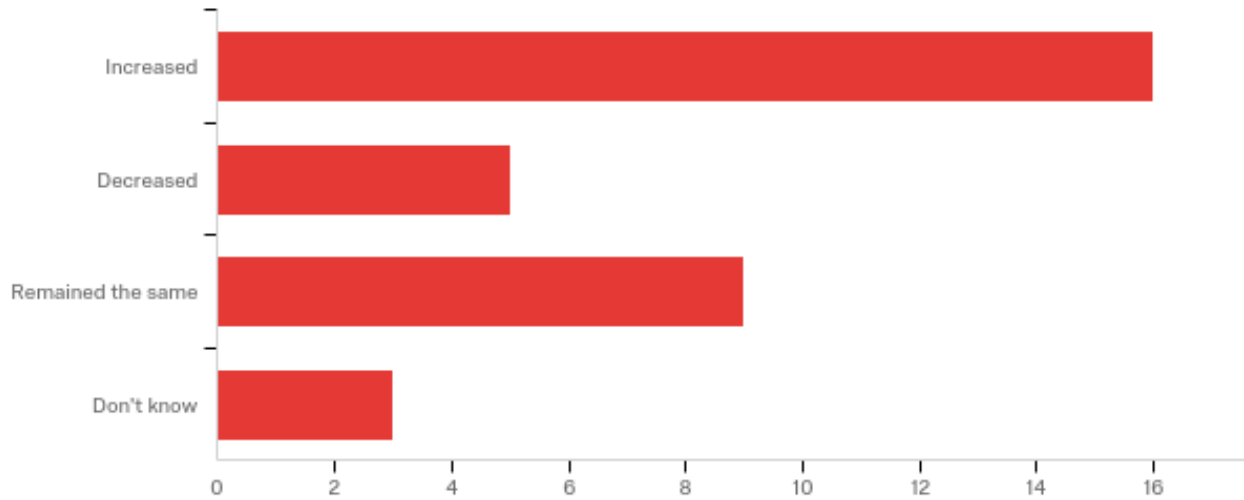
Q1 - Based on your company's recruiting needs, do you prefer



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Based on your company's recruiting needs, do you prefer	1.00	2.00	1.28	0.45	0.20	32

#	Answer	%	Count
1	Single point of contact	71.88%	23
2	Multiple points of contact	28.13%	9
	Total	100%	32

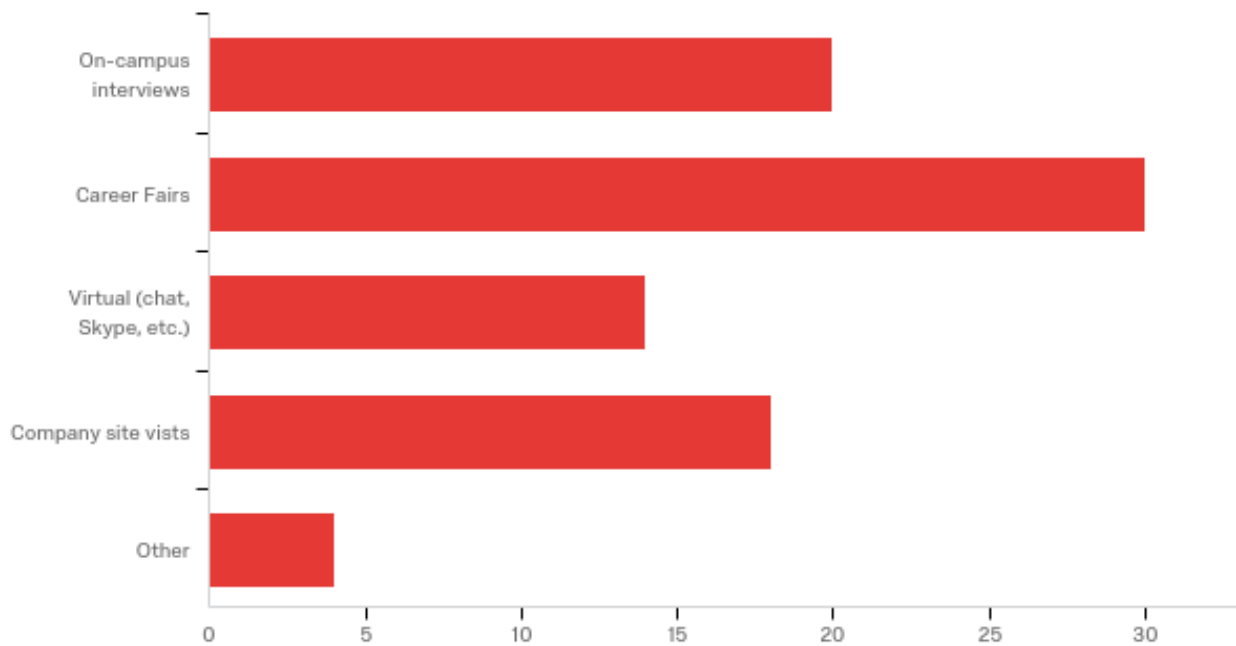
Q2 - Over a three year average, has your cost-per-hire



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Over a three year average, has your cost-per-hire	1.00	4.00	1.97	1.06	1.12	33

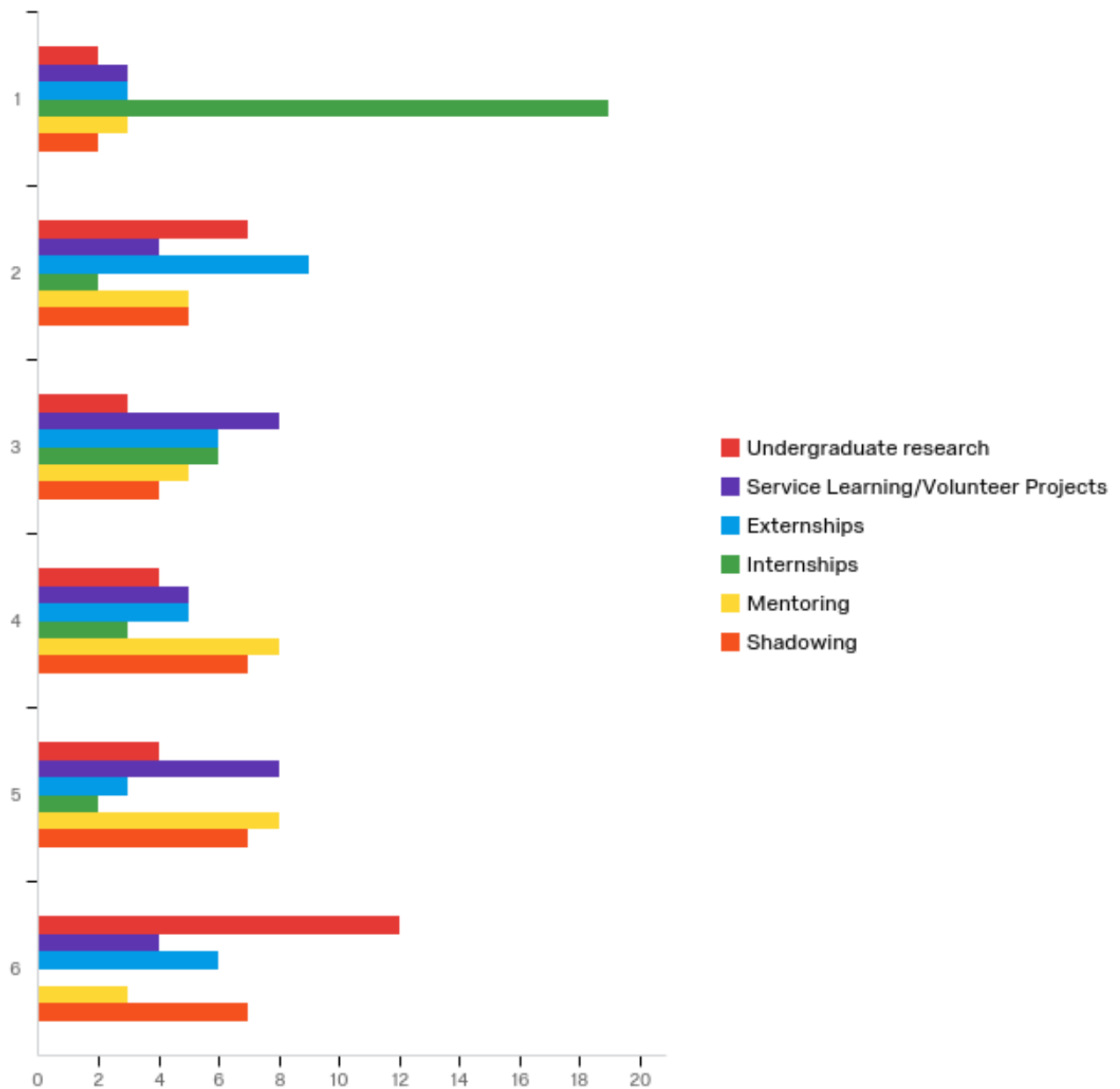
#	Answer	%	Count
1	Increased	48.48%	16
2	Decreased	15.15%	5
3	Remained the same	27.27%	9
4	Don't know	9.09%	3
	Total	100%	33

Q3 - Which methods do you anticipate using to recruit future personnel? Check all that apply.



#	Answer	%	Count
1	On-campus interviews	23.26%	20
2	Career Fairs	34.88%	30
3	Virtual (chat, Skype, etc.)	16.28%	14
4	Company site visits	20.93%	18
5	Other	4.65%	4
	Total	100%	86

Q4 - Rank the following in order of importance for gaining “real-world experience:” 1 being “most important” and 6 being “least important”

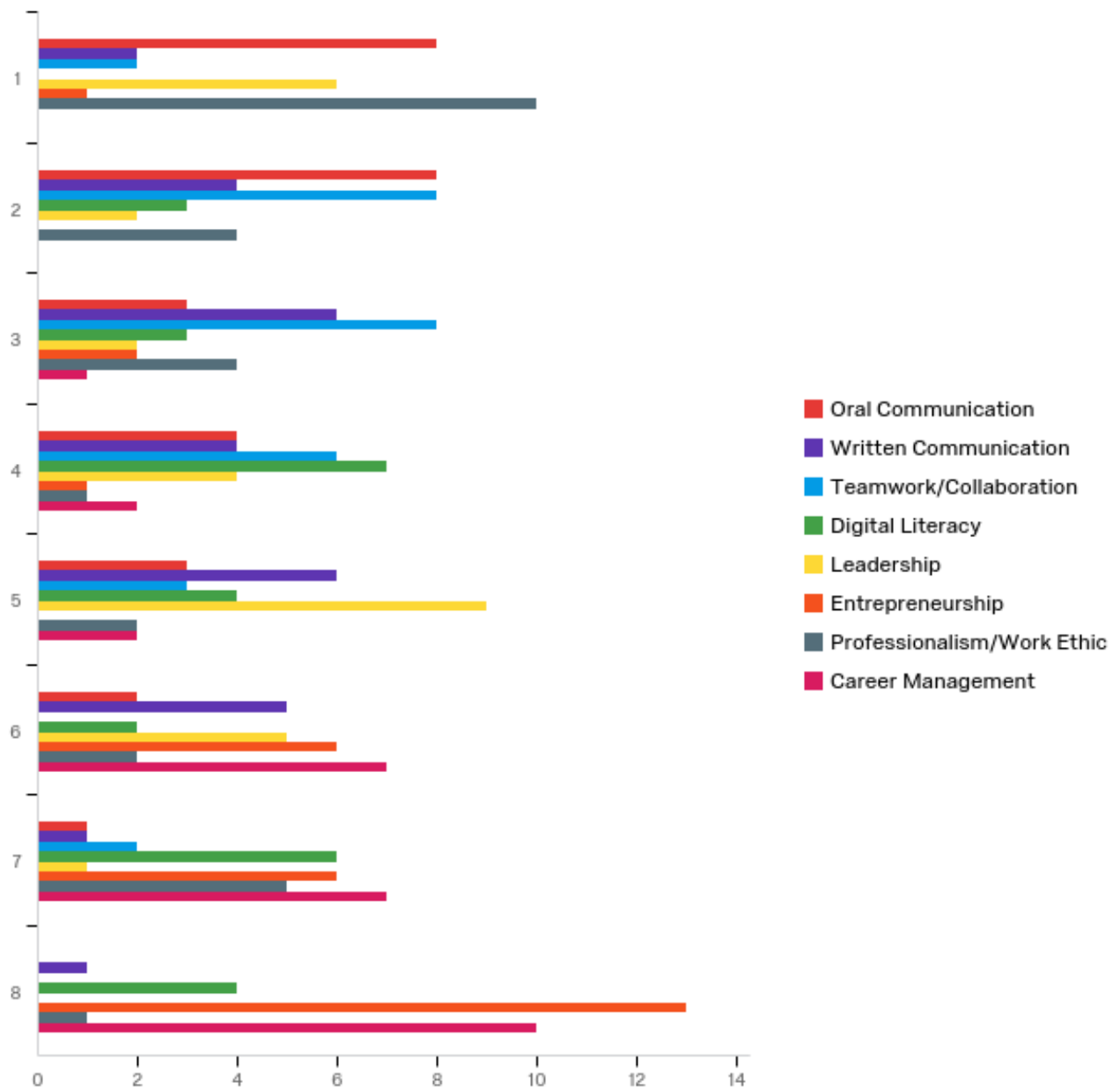


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Undergraduate research	1.00	6.00	4.16	1.77	3.13	32
2	Service Learning/Volunteer Projects	1.00	6.00	3.72	1.50	2.26	32

3	Externships	1.00	6.00	3.44	1.64	2.68	32
4	Internships	1.00	5.00	1.97	1.31	1.72	32
5	Mentoring	1.00	6.00	3.69	1.47	2.15	32
6	Shadowing	1.00	6.00	4.03	1.55	2.41	32

#	Question	1		2		3		4		5		6		Total
1	Undergraduate research	6.25 %	2	21.88 %	7	9.38 %	3	12.50 %	4	12.50 %	4	37.50 %	12	32
2	Service Learning/Volunteer Projects	9.38 %	3	12.50 %	4	25.00 %	8	15.63 %	5	25.00 %	8	12.50 %	4	32
3	Externships	9.38 %	3	28.13 %	9	18.75 %	6	15.63 %	5	9.38 %	3	18.75 %	6	32
4	Internships	59.38 %	19	6.25 %	2	18.75 %	6	9.38 %	3	6.25 %	2	0.00 %	0	32
5	Mentoring	9.38 %	3	15.63 %	5	15.63 %	5	25.00 %	8	25.00 %	8	9.38 %	3	32
6	Shadowing	6.25 %	2	15.63 %	5	12.50 %	4	21.88 %	7	21.88 %	7	21.88 %	7	32

Q5 - Please rank the following skills in order of importance to your company. 1 being “most important” and 8 being “least important”

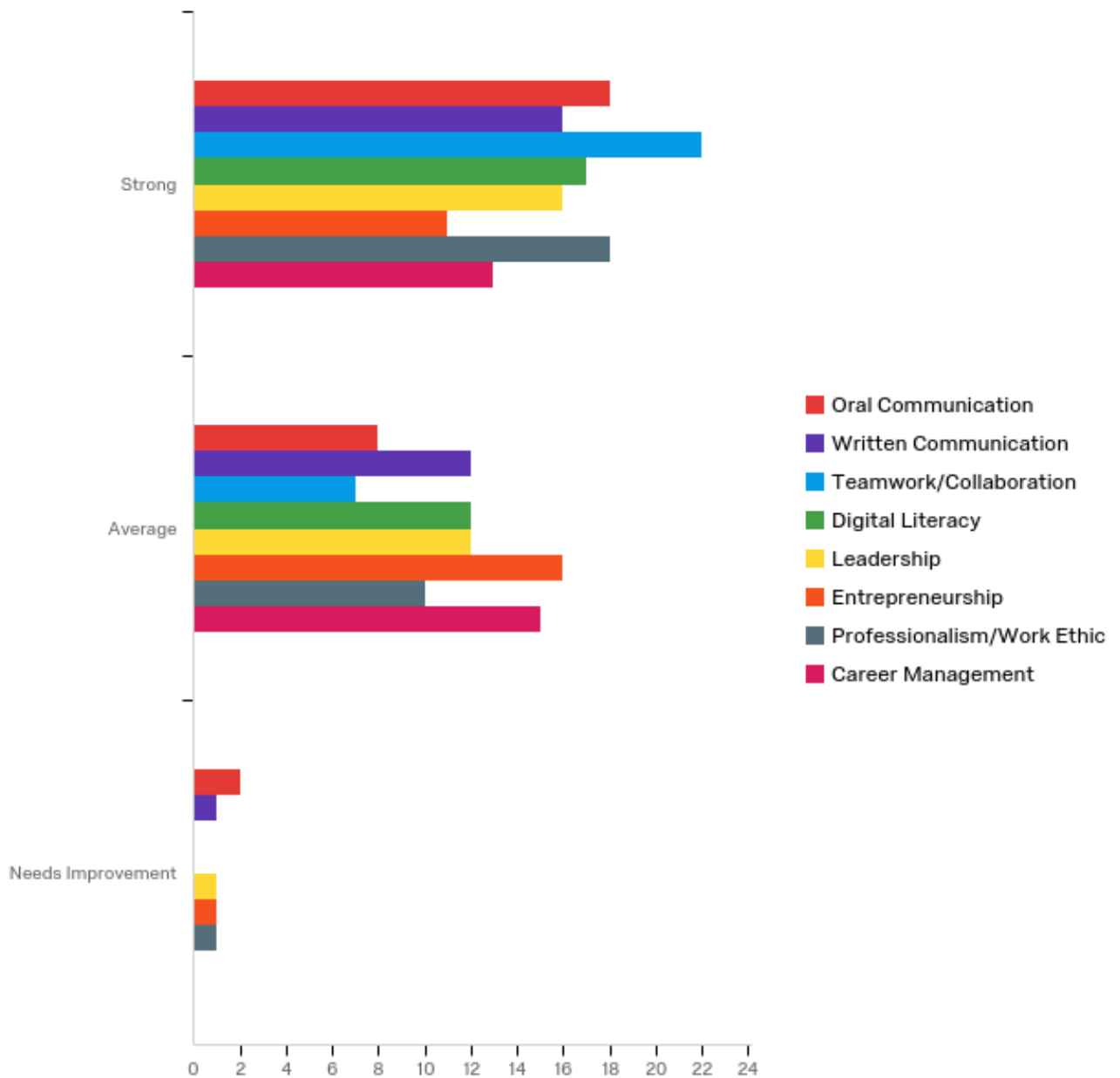


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Oral Communication	1.00	7.00	2.86	1.76	3.08	29
2	Written Communication	1.00	8.00	4.10	1.77	3.13	29
3	Teamwork/Collaboration	1.00	7.00	3.28	1.48	2.20	29

4	Digital Literacy	2.00	8.00	5.14	1.92	3.71	29
5	Leadership	1.00	7.00	3.93	1.87	3.51	29
6	Entrepreneurship	1.00	8.00	6.66	1.79	3.19	29
7	Professionalism/Work Ethic	1.00	8.00	3.41	2.43	5.90	29
8	Career Management	3.00	8.00	6.62	1.37	1.89	29

#	Question	1	2	3	4	5	6	7	8	T ot al
1	Oral Communication	27.59% 8	27.59% 8	10.34% 3	13.79% 4	10.34% 3	6.90% 2	3.45% 1	0.00% 0	29
2	Written Communication	6.90% 2	13.79% 4	20.69% 6	13.79% 4	20.69% 6	17.24% 5	3.45% 1	3.45% 1	29
3	Teamwork/ Collaboration	6.90% 2	27.59% 8	27.59% 8	20.69% 6	10.34% 3	0.00% 0	6.90% 2	0.00% 0	29
4	Digital Literacy	0.00% 0	10.34% 3	10.34% 3	24.14% 7	13.79% 4	6.90% 2	20.69% 6	13.79% 4	29
5	Leadership	20.69% 6	6.90% 2	6.90% 2	13.79% 4	31.03% 9	17.24% 5	3.45% 1	0.00% 0	29
6	Entrepreneurship	3.45% 1	0.00% 0	6.90% 2	3.45% 1	0.00% 0	20.69% 6	20.69% 6	44.83% 13	29
7	Professionalism/Work Ethic	34.48% 10	13.79% 4	13.79% 4	3.45% 1	6.90% 2	6.90% 2	17.24% 5	3.45% 1	29
8	Career Management	0.00% 0	0.00% 0	3.45% 1	6.90% 2	6.90% 2	24.14% 7	24.14% 7	34.48% 10	29

Q6 - In your experience, please rank UTSA students' ability in the following

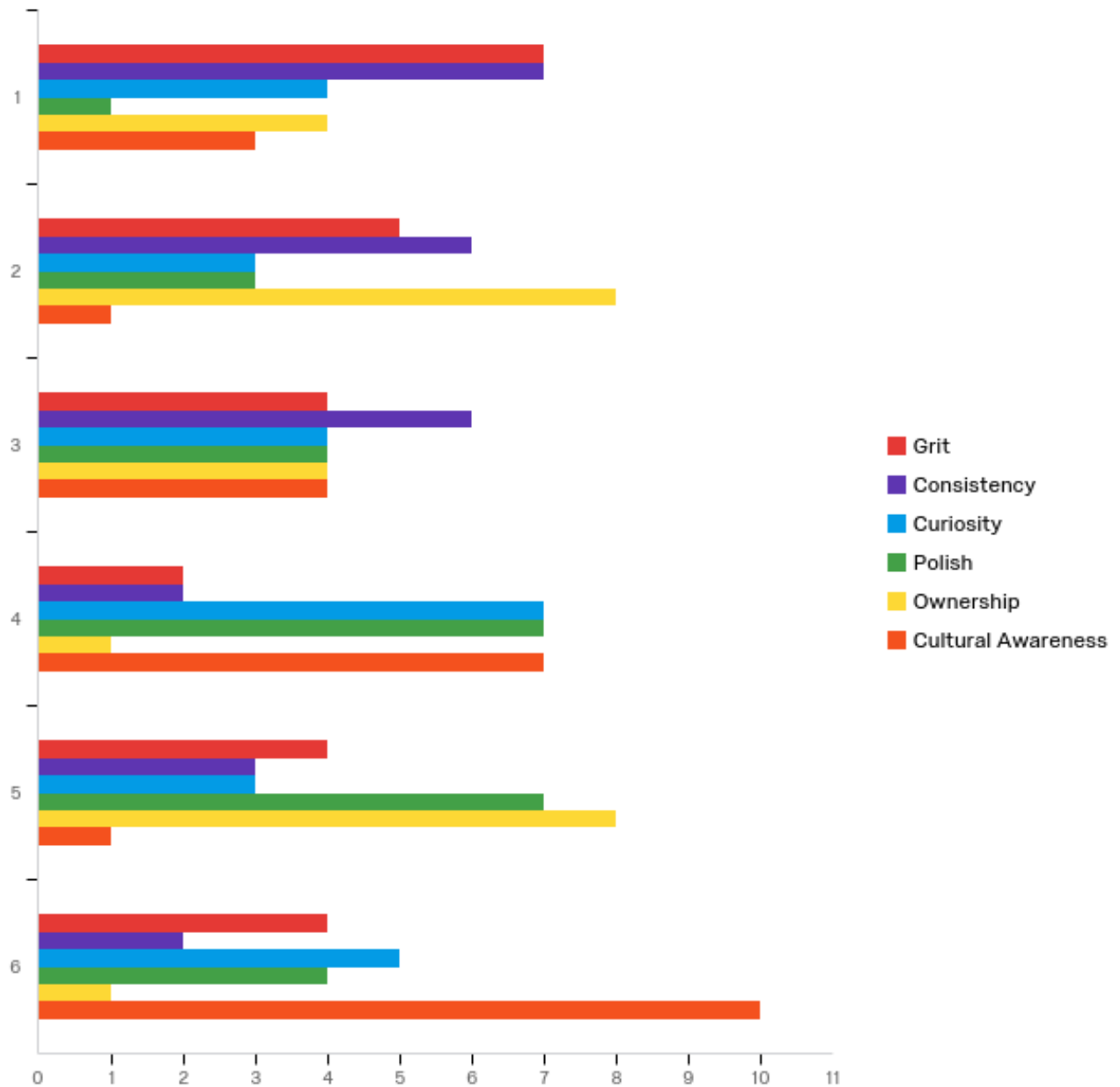


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Oral Communication	1.00	3.00	1.43	0.62	0.39	28
2	Written Communication	1.00	3.00	1.48	0.56	0.32	29
3	Teamwork/Collaboration	1.00	2.00	1.24	0.43	0.18	29

4	Digital Literacy	1.00	2.00	1.41	0.49	0.24	29
5	Leadership	1.00	3.00	1.48	0.56	0.32	29
6	Entrepreneurship	1.00	3.00	1.64	0.55	0.30	28
7	Professionalism/Work Ethic	1.00	3.00	1.41	0.56	0.31	29
8	Career Management	1.00	2.00	1.54	0.50	0.25	28

#	Question	Strong		Average		Needs Improvement		Total
1	Oral Communication	64.29%	18	28.57%	8	7.14%	2	28
2	Written Communication	55.17%	16	41.38%	12	3.45%	1	29
3	Teamwork/Collaboration	75.86%	22	24.14%	7	0.00%	0	29
4	Digital Literacy	58.62%	17	41.38%	12	0.00%	0	29
5	Leadership	55.17%	16	41.38%	12	3.45%	1	29
6	Entrepreneurship	39.29%	11	57.14%	16	3.57%	1	28
7	Professionalism/Work Ethic	62.07%	18	34.48%	10	3.45%	1	29
8	Career Management	46.43%	13	53.57%	15	0.00%	0	28

Q7 - Please rank the following competencies in order of importance to your company. 1 being “most important” and 6 being “least important”

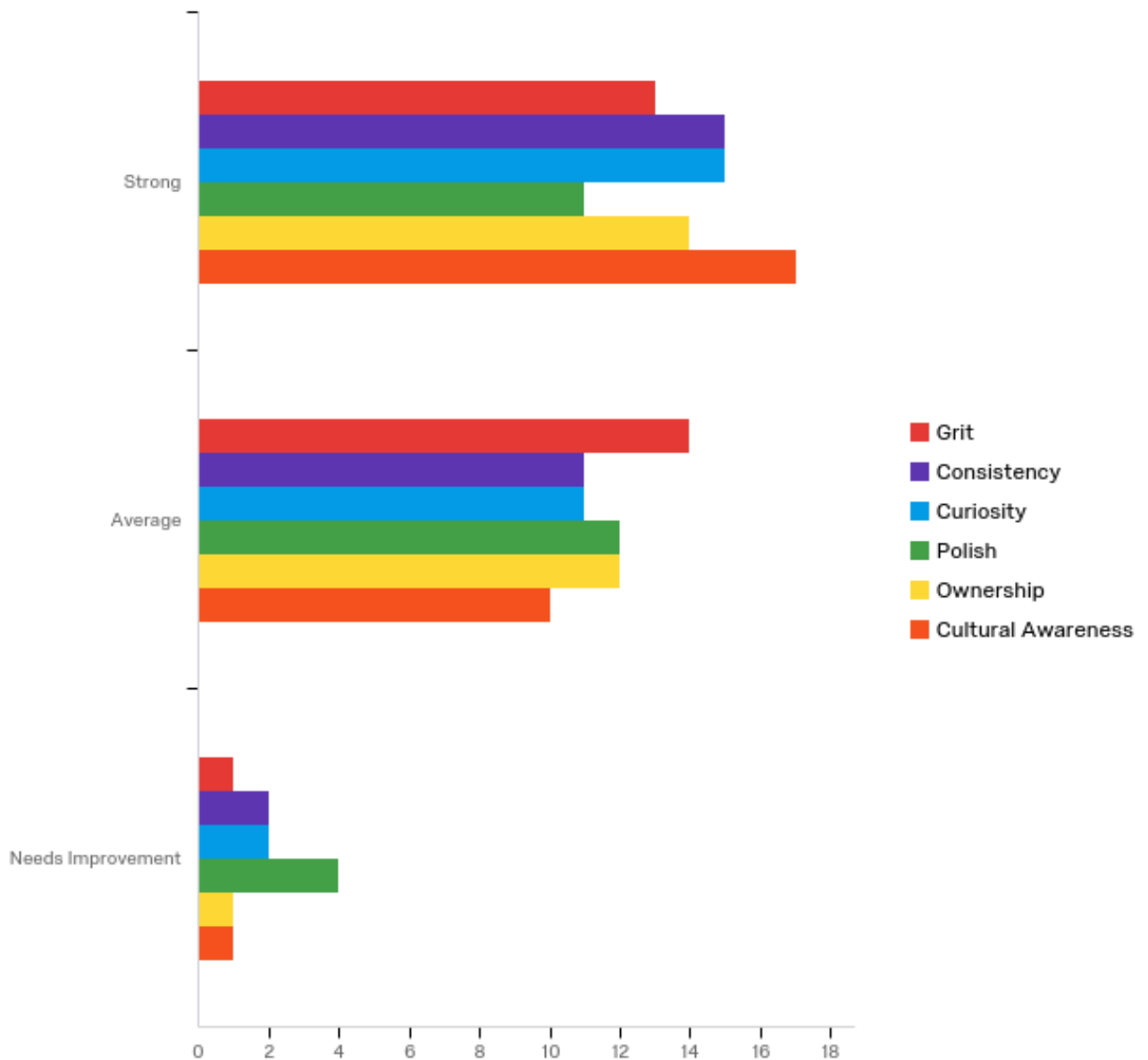


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Grit	1.00	6.00	3.12	1.83	3.33	26
2	Consistency	1.00	6.00	2.77	1.58	2.49	26

3	Curiosity	1.00	6.00	3.65	1.66	2.76	26
4	Polish	1.00	6.00	4.08	1.36	1.84	26
5	Ownership	1.00	6.00	3.15	1.59	2.51	26
6	Cultural Awareness	1.00	6.00	4.23	1.69	2.87	26

#	Question	1		2		3		4		5		6		Total
1	Grit	26.92%	7	19.23%	5	15.38%	4	7.69%	2	15.38%	4	15.38%	4	26
2	Consistency	26.92%	7	23.08%	6	23.08%	6	7.69%	2	11.54%	3	7.69%	2	26
3	Curiosity	15.38%	4	11.54%	3	15.38%	4	26.92%	7	11.54%	3	19.23%	5	26
4	Polish	3.85%	1	11.54%	3	15.38%	4	26.92%	7	26.92%	7	15.38%	4	26
5	Ownership	15.38%	4	30.77%	8	15.38%	4	3.85%	1	30.77%	8	3.85%	1	26
6	Cultural Awareness	11.54%	3	3.85%	1	15.38%	4	26.92%	7	3.85%	1	38.46%	10	26

Q8 - In your experience, please rank UTSA students' performance in the following competencies:

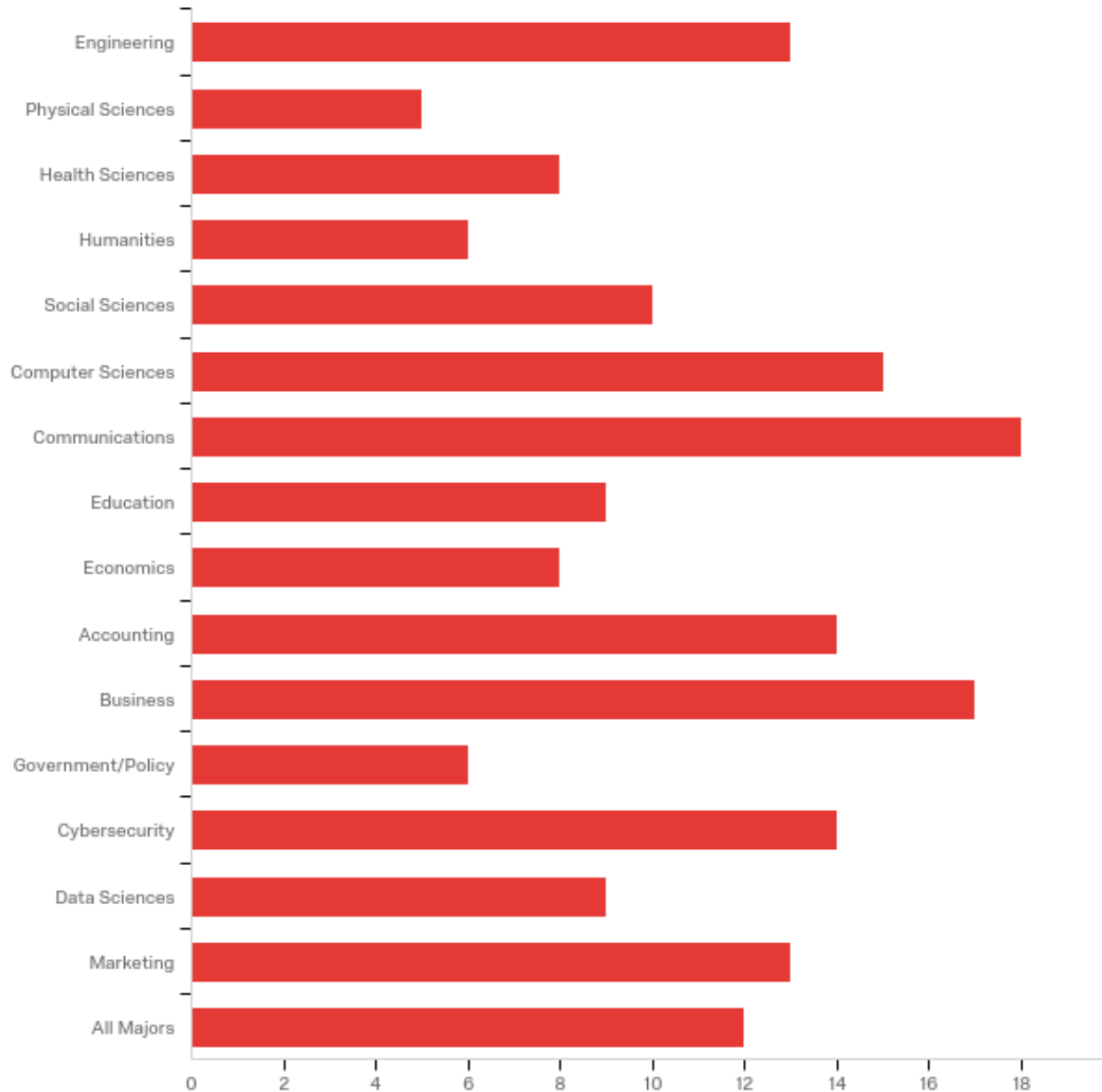


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Grit	1.00	3.00	1.57	0.56	0.32	28
2	Consistency	1.00	3.00	1.54	0.63	0.39	28
3	Curiosity	1.00	3.00	1.54	0.63	0.39	28
4	Polish	1.00	3.00	1.74	0.70	0.49	27

5	Ownership	1.00	3.00	1.52	0.57	0.32	27
6	Cultural Awareness	1.00	3.00	1.43	0.56	0.32	28

#	Question	Strong		Average		Needs Improvement		Total
1	Grit	46.43%	13	50.00%	14	3.57%	1	28
2	Consistency	53.57%	15	39.29%	11	7.14%	2	28
3	Curiosity	53.57%	15	39.29%	11	7.14%	2	28
4	Polish	40.74%	11	44.44%	12	14.81%	4	27
5	Ownership	51.85%	14	44.44%	12	3.70%	1	27
6	Cultural Awareness	60.71%	17	35.71%	10	3.57%	1	28

Q9 - What are the majors are you most interested in hiring?



#	Answer	%	Count
1	Engineering	7.34%	13
2	Physical Sciences	2.82%	5
3	Health Sciences	4.52%	8

4	Humanities	3.39%	6
5	Social Sciences	5.65%	10
6	Computer Sciences	8.47%	15
7	Communications	10.17%	18
8	Education	5.08%	9
9	Economics	4.52%	8
10	Accounting	7.91%	14
11	Business	9.60%	17
12	Government/Policy	3.39%	6
13	Cybersecurity	7.91%	14
14	Data Sciences	5.08%	9
15	Marketing	7.34%	13
16	All Majors	6.78%	12
	Total	100%	177

External Institutions

- University of Tennessee, Knoxville
- Georgia State University
- Florida International University
- University of Texas at El Paso
- University of Central Florida
- Florida State University
- University of Houston (College of Business)
- University of Maryland-Baltimore County
- Florida Gulf Coast University
- University of Georgia
- Texas A&M University
- University of Cincinnati
- Portland State University
- University of Texas at Austin
- Arizona State University
- University of California, Irvine
- Dartmouth College
- University of California, Los Angeles
- George Mason University
- University of California, Santa Cruz
- Stony Brook University/SUNY System
- Drexel University
- Georgia Tech University
- University of Arizona
- Northeastern University
- University of California, Riverside

Standardized Questions

- How does your institution define experiential learning and high-impact practices? Can you please describe the sorts of experiential learning activities, experiences, or programs available to students at your institution?
- What resources (staffing, financial, technology/software/tracking, etc.) are needed to support undergraduate and graduate level student experiential experiences as well as successfully implement, track participation, and assess classroom to career/experiential learning programs?
- Are students required to participate in experiential learning at your institution? Is it a graduation requirement? Program specific vs. universal? Or both?
- Is there a single point of contact or one office at your institution that oversees experiential learning? Or is it college-based? Academic program based? Other? [Ask institutions to provide organizational charts, if available]
- Does your institution track experiential learning experiences students undertake? If so, how do you track them? Do you use a content management system? Also, are there then standards and procedures for determining what activities warrant tracking?
- How do you report program success? What data can you share regarding these activities, experiences, or programs?
 - # participating
 - Impact of experience
 - Demographic data – 1st gen, Pell, URM, working students. Are certain experiences more
 - Impactful to particular student populations/demographics?
- Is experiential learning included as a part of the merit/annual evaluation process for staff and faculty? Tenure & Promotion process for faculty?
- Does your alumni association track or measure the impact of experiential learning on recent graduates? Are they involved in any manner with these programs?