Increasing Equity in Work-Based High-Impact Practices

Carina N. Beck, Ed.D. Claire E. Jacobson, Ph.D.

Assessment Institute October 25, 2021

15%

Students who participate in internships have on average 15% LOWER unemployment rates.

6%1

And 6% HIGHER wages 5 years after graduation.

But while 51% of white seniors report completing an internship, only 40% of African American and 41% of Latinx students did so.

An Institutional Perspective

Learning How to Generate High Impact Outcomes through Experiential Learning.

60% of students from a Rural, Open Access, Public Land Grant University, reported participating in an experiential learning activity*.

*Data collected from 9,368 graduates from 2011-2019. Experiential Learning include internships, practicums, etc.

In the aggregate, we observed no effect in employability outcomes and starting salary for students who completed an internship.

We observed higher starting salary for women who did not complete an internship.

Students who completed a highly structured internship experience (high quality, high impact), demonstrated higher starting salaries, and higher rates of employment.

What are the primary barriers to participation on your campus?

In the 2020 SOC Student Survey the 4 Most Common Cited Barriers to Participation were:

- 74% said course load is a primary barrier to participation.
- 44% said part-time job obligations are a barrier to participation.

56% said financial obligations are a factor preventing participation.

42% noted family commitments as a barrier.





Finding Opportunity in the Pandemic Virtual internships

Setting the Example & Generating Partnerships

Virtual Internships Shape an **Important** Paradigm Shift with Experiential Learning & Equity

- High Quality Internships
 Developing NACE Competencies
 Have the Potential of Being
 Available to More Students
- Employers in Search of Talent Have Access to a Larger Pipeline
- Non-Traditional/Place Bound Students Have More Options
- Academic Year Internships Can Help Students Pay for School
- Institutions Can Lead the Way and be "In the Room" from a Co-Supervision & Pedagogy Development Standpoint

Virtual internships: Overcoming barriers

Strengths:

- Location
- Transportation
- Balance family & work commitments
- Build cultural capital

Limitations:

- Access to technology
- Course load
- Institutional

Add your ideas in the chat!







What we do:

Connecting classes to company projects

Project-Based Learning (PBL) consists of students designing, developing, and constructing hands-on solutions to a business problem. These real-world collaborations between employers and college classes provide many synergies for all parties.

Why?

- Career pipelines for students to get hired post-graduation
- Connect curriculum to career by providing a valuable experience
- Work with companies with only 1-2 hours/week commitment, over 4-12 week project timelines
- \$500 Stipend for faculty

One Agreement, Hundreds of Companies

SOC serves as the intermediary, allowing you to sign one agreement and work with hundreds of companies across the US. SOC begins by matching your class to a project that is the best fit for your students and desired learning outcomes

Bespoke Project Planning

Using SOC's library of project templates, best-practices and guidance from SOC experiential learning experts, SOC puts together the ideal project package for college classes to complete.

Streamlined Project Facilitation

If desired, SOC provides project facilitation support for faculty partners. From onboarding students, managing communication channels, and ensuring milestones are met, SOC is there to ensure a smooth process from project launch to completion.



Matching

Based on the project and course info, we find the best-fit matches:

- Faculty and industry partners are matched based on their requirements. We strive to facilitate the **best connections possible**, keeping both the faculty and the industry partners' goals in mind.
- SOC sets up a conversation between the faculty and company liaison for introductions, moving to the next stage.
- All majors and courses are eligible
- Faculty can register interest <u>here</u>

SOC Manages:

- Sourcing
- Matching
- Planning
- Implementation
- & Reporting

So that faculty can focus on teaching!



SOC Fall 2021 CBL partnership: Amazon & HBCUs

Amazon Project description #1:

With new safety measures implemented to increase social distancing, traditional mechanisms for engagement with other leaders and teams have changed or are no longer available. *Onboarding plans need to be created that develop and train processes effectively, drive sustainable engagement, and contribute to building team culture.* In addition, keeping Amazon's safety requirements and diversity inclusion initiatives top of mind will help to promote long-term careers at Amazon.

Project deliverables #1:

Students worked in groups of 2-3 to produce the following recommendations:

- Successful Onboarding Plan
- COVID impact plan
- Diversity, Equity and Inclusion Practices
- Site Staffing Plans

Amazon Project description #2:

Amazon is considering launching new buildings in highly remote areas for the first time i.e. Hawaii). The team has been given a 12 month timeframe to identify if this is something Amazon should pursue and create plans that outline the requirements to get a new building up and running. **Students would work through the process of launching an Amazon site in Hawaii**, while considering the potential difficulties this particular area presents as it is largely isolated from the pre-existing fulfillment and delivery station networks.

Project deliverables #2:

Students worked in groups of 2-3 to produce the following recommendations:

- Logistics and operations market research plan
- Process strategy and constraint management
- Press Release and Frequent Asked Questions Document (PRFAQ)
- Overall recommendation for Amazon



Project-based learning: Overcoming barriers

Strengths:

- Location
- Financial
- Course load
- Transportation
- Build cultural capital

Limitations:

- Financial
- Institutional

Add your ideas in the chat!



Intentionally Pathing Student Success 2nd Year Required Internship

- Associated with a Four-Year Scholarship Program
- Focus on:
 - Experiential Learning
 - Multiple High Impact Practices
 - NACE Competencies
 - Mentoring
 - On Campus or Affiliate Partnerships
- Prepares Student for 3rd Year Off Campus Internship or Research Experience
- Informing an "at scale" institutional strategy



Required internships: Overcoming barriers

Strengths:

- Course load
- Financial
- Build cultural capital

Limitations:

- Transportation
- Location
- Family commitments
- Work Commitments
- Institutional

Add your ideas in the chat!



CONNECT WITH US

Carina N. Beck, Ed.D.

Vice Provost, Allen Yarnell Center for Student Success Director, Hilleman Scholars Program Montana State University cbeck@montana.edu

Claire E. Jacobson, Ph.D.

Vice President, Campus Strategy Student Opportunity Center claire@studentopportunitycenter.com







SOC Story

Student Opportunity Center began when a group of Florida State University students noticed that many of their classmates wanted to participate in internships, research projects, study abroad, and similar opportunities but didn't know where to start. To connect students to these career-building opportunities, they created SOC—the nation's first and only database of experiential learning opportunities. Today, SOC has grown to be the country's leading provider of technology and consulting services for Experiential Learning (EL) and High-Impact Practices (HIPs) management.

SOC Technology

With more than 4,000 software integrations, SOC connects previously siloed on-campus and national datasets. Using the SOC Technology Suite, campuses can: centralize and organize opportunity listings; tag and track co-curricular and curricular experiential experiences; analyze disaggregated participation data; and manage experiential pathways and projects. SOC's technology suite is the only tool specifically designed to promote equitable participation, efficient assessment, and scaling of High-Impact Practices.

SOC Consulting

SOC accelerates the scaling of experiential education & High-Impact Practices through our Six Steps to Scale approach. SOC works with each of our campuses to create a custom plan to provide: services to centralize experiential learning opportunities; structures to embed experiential education in the curriculum; tools to connect underserved students with opportunities; and the data infrastructure to analyze disaggregated participation and learning outcomes data.



HIPs increase retention and graduation rates.

Students who participate in HIPs are more likely to persist and have higher overall GPAs than their peers. Studies show that, on average, the more HIPs students complete, the more likely they are to earn a baccalaureate degree within six years.



HIPs provide career advantages.

Recent research has shown that participating in HIPs is a statistically significant predictor of future career plans and early job attainment. Students who participate in HIPs gain advantages through transferable skill development and an improved ability to discuss their experience with potential employers.



Faculty care about HIPs.

Faculty care about HIPs. HIPs are different from other student success initiatives because of their connection to faculty's identity as teachers: Unlike many other student success initiatives, HIPs have a direct link to the classroom and connect to things that faculty care about.



HIPs help close equity gaps.

Research demonstrates that participating in experiential learning, such as High-Impact Practices, can improve success for first-generation students, transfer students, and students of color; however, despite known benefits, these approaches are not yet integrated into institutional practices.











Cynthia Alby, Ph.D.

Professor of Secondary Education at Georgia College



Carina N. Beck, Ed.D.

Vice Provost, Allen Yarnell Center for Student Success; Director, Hilleman Scholars Montana State University



John C. Cavanagh, Ph.D.

Former President, Consortium of Universities of the Washington Metropolitan Area Former Chancellor, PASSHE



LaVar Charleston, Ph.D.

Associate Dean for Equity, Diversity and Inclusion University of Wisconsin-Madison's School of Education



Claire Jacobson, Ph.D.

Vice President Campus Strategy at SOC Former Director of NASH TS3: HIPs



George D. Kuh, Ph.D.

Founding Director, NILOA Chancellor's Professor Emeritus, Indiana University Founding Director, NSSE



Erick Montenegro, Ph.D.

Director of Communications, Credential Engine; NILOA Fellow



Bruce Vandal, Ph.D.

College Completion Consultant, Bruce Vandal Consulting LLC Consultant, Complete College America