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Externship Program Assessment Report

University College (UC)
Program Review and Assessment Committee (PRAC)

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Executive Summary

The University College (UC) Externship program was developed to provide students with the opportunity to explore and develop career goals. The program was first implemented during the 2010 IUPUI campus spring break. The program has continued to grow through enlisting more community volunteers and by serving more students. During the summer of 2010, Program Review and Assessment Committee (PRAC) members generously supplied the Externship program with a $1500 grant in which to support and fund assessment efforts. UC Assessment and Externship program staff formed a collaborative working relationship a short time later. Through this collaboration an assessment plan of the program was developed and implemented.

A mixed method assessment plan was employed in an effort to best measure student participants' direct learning outcomes. This strategy allowed for students' attitudes, perceptions, and opinions of their Externship program experiences to be considered. Feedback from externship hosts was also obtained in an effort to gain a greater understanding of program intricacies. Several measures were utilized including: 1.) Pre / Post Student Feedback Questionnaire; 2.) Externship Host Mentor Questionnaire; 3.) Analysis of Questionnaire Open-ended Response Feedback and; 4.) Focus Group Interviews with Student Participants.

Major Findings

Students who participated in the University College, Externship program during the fall, 2010 and spring, 2011 semesters completed a pre / post feedback questionnaire. The instrument was reliable in measuring four (4) constructs including: academic self-efficacy, career / work self-efficacy, group work self-efficacy, and understanding the Principles of Undergraduate Learning (PULs). However, independent samples t-tests of significance revealed that self-reported student learning gains within the four (4) domains were not statistically significant. Effect sizes were not reported because they did not indicate even a small effect ($d > .20$) as measured by Cohen's d. Host mentors also shared their perceptions of the program through completing a post program online questionnaire. While participation in the questionnaire was limited the analysis of mentor comments provided valuable program insights.

In an effort to gain a deeper understanding for participants Externship program experiences a variety of qualitative data was considered. Analyses included the examination of open-ended questionnaire responses and focus group interviews. Program students described aspects of the program that they found to be most valuable including: gaining hands-on / real life experience, learning more about their career field, and shadowing / interviewing professionals in the field. Students also shared aspects of the program that they found to be least valuable such as a perceived lack of communication and structure, and a lack of time spent at the host site. A variety of challenging aspects and suggestions for improvement were also identified.

Possible Implications

The Externship program is innovative in its ability to connect experiential learning and career development practices. Five (5) main implications have been identified as having the potential to foster meaningful change and improvement within the program. These implications were revealed through the assessment process and supported by data:

1.) Further Develop Student Learning and Program Goals

The Externship program will benefit from clearly developing and articulating student learning and program goals. The development of specific, observable, and measurable, student learning goals should be a high priority for the program.

2.) Capitalize on High Student and Mentor Satisfaction

It is clear that students and host mentors are satisfied with their overall Externship program experiences. Most host mentors indicated that they would be willing to volunteer in the program during future semesters.

3.) Further Develop Program Curriculum

The continued development of a program curriculum that is congruent with student learning and program goals will allow for the most meaningful educational program.

4.) Expand Recruitment of Student Participants

A total of (n = 124) students participated in the fall, 2010 Externship program and a total of (n = 65) students participated in the spring, 2011 version of the program. Further examination into recruitment efforts will assist the growth and development of the program.

5.) Improve Program Organization and Communication

Student participants and host mentors indicated that they did not always receive the most immediate or accurate information from program staff.

The University College, Externship program is a promising program that connects college student career development with the benefits of experiential learning. The assessment of this program has allowed for University College and PRAC stakeholders to begin gaining a further understanding of how this connection affects student learning. Data has shown that student participants and host mentors are satisfied with their experiences in the program. Assessment results have also shown that the program assists students in developing their personal academic and career goals.

The Externship program will benefit from further assessment initiatives. Assessment is a continuous, on-going, and cyclical process. Future assessment efforts will benefit from examining how participation in the Externship program affects student persistence, retention, and life beyond graduation. With continued intentional support, the Externship program has the potential to make significant meaningful contributions to the growth and development of IUPUI students.

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Introduction

The University College (UC) Externship program was developed to provide students with the opportunity to explore and develop career goals. The guiding purpose of the program is to provide structure, motivation, and coaching for students so that they can successfully begin their initial exploration of career options through experiential learning approaches. Students are paired with local community host mentors during the IUPUI campus fall or spring break. Community volunteers provide an intentional way for students to gain first-hand knowledge and insight in the areas of government, medicine, business, and engineering, among many others.

The Externship program was first implemented during the 2010 IUPUI campus spring break. The program has continually grown through enlisting more community volunteers and by serving more students. Leaders within the University College, office of Academic and Career Development wanted to be proactive in the assessment of this emerging program and sought out support from the Program Review and Assessment Committee (PRAC). During the summer of 2010 PRAC members generously supplied the Externship Program with a $1500 grant in which to support and fund assessment efforts. UC Assessment and Externship program staff formed a collaborative working relationship a short time later. Through this collaboration an assessment plan of the program was developed and implemented.

The goals of this report are to: 1.) outline how the Externship program was implemented during the fall, 2010 and spring 2011 campus breaks; 2.) describe the program's assessment plan in detail and; 3.) report the results, major findings, and possible implications of the information collected. We will also provide a brief review of literature in the field of career development theory and experiential learning. It is our hope that this presentation method will provide PRAC committee members, Externship program staff, and University College stakeholders with a summative report of program data. This in turn will assist the growth and development of the Externship program by identifying areas that deserve recognition as well as those in need of improvement.

Literature Review

Institutions of higher education are currently seeking ways in which to best prepare the students that they serve for a successful career. It is now common practice for post-secondary institutions to have a trained staff of career advisors who specialize in teaching and guiding students in career exploration and decision making. Career advisors often utilize theories of career choice and development in their practice because they offer a variety of practical ways in which to understand and promote career development in college students (Hartung & Niles, 2000). Higher education has also seen an increased emphasis on making connections between the learning that takes place inside and outside of the traditional classroom (Nuss, 2003). This new emphasis has led to a growth in experiential learning programs as well as the assessment of student learning (Qualters, 2010). Through examining the areas of career exploration and development and experiential learning we can begin to see how these two student support structures work with one another to form the theoretical basis for the Externship program.

Career Exploration and Development

Parsons (1909) is widely considered to be the founder of the matching model for vocational guidance; "proposing that career choice involves three requisite elements – knowledge of self, knowledge of the world of work, and true reasoning to rationally connect the two sources of knowledge" (Hartung & Niles, 2000, p. 5). Parson's work in many ways served as the basis for many career exploration and development theories that now guide the career advising discipline in higher education. Today, John Holland's theory of vocational personalities and work environments and Donald Super's theory of life career development are considered to have the most direct applications to college student career development (Hartung, & Niles, 2000).

John Holland's theory of vocational personalities and work environments assumes that vocational and social behaviors result from the interaction of people and environments (Hartung, & Niles, 2000). In an effort to identify students' possible personality types many post-secondary institutions have adopted the practice of administering a career interest inventory instrument (e.g., SDS, VPI, or SII). These instruments incorporate Holland's model and yield a Holland code describing one of six personality types: realistic, investigative, artistic, social, enterprising, and conventional (Hartung, & Niles, 2000). Identifying personality types assists career advisors in guiding students towards opportunities in career development that best fit their individualized needs and interests. A key assumption of Holland's theory is, "people (students) seek environments that allow them to use their skills and abilities, express their attitudes and values, and take on problems and roles that fit them" (Hartung, & Niles, 2000, p.6).

Donald Super's theory of life span - life space applies a developmental approach to career choice and development. The life span - life space approach views career choice and development as a fluid process that evolves throughout the life course of a person. The theory posits that career development involves a lifelong series of decisions and re-decisions as well as continual adjustment and adaptation to these decisions (Hartung, & Niles, 2000). Super explains that most people progress through the career development process in five (5) main stages: growth, exploration, establishment, maintenance, and disengagement (Hartung, & Niles, 2000). The exploration stage is of particular interest because it, "typifies the developmental progress of traditional-aged college students as well as college students later in life looking for new career options or exploring careers for the first time" (Hartung, & Niles, 2000, p.6).

Experiential Learning

The University College, office of Academic and Career Development has allocated resources to promote experiential learning practices for first and second year students through the development of the Externship program. Experiential Learning can be defined as:

> "Learning activities outside the normal classroom, with learning objectives planned and articulated in advance, involving activity that is meaningful and real and on the same level as the non-students in the same non-classroom environment, in which the learner has the assistance of another person (most often a faculty advisor) in reflecting upon the implications of the activity" (Sexton, 1976).

Experiential learning is a broad definition for programs that encourage hands-on learning in a particular field or area. Some common examples of experiential learning are internships, service learning, cooperative education, study abroad, science labs, field studies, and practicum in teacher education, nursing, medicine, and other areas. Experiential leaning is a powerful tool because it allows students to learn interdisciplinary skills while also providing the student with a "real world" experience (Ryan, 1999). Research indicates that students learn best at the post-secondary level when they are actively engaged in the learning process (Parilla & Hesser, 1998).

Studies have also been conducted that support the fact that a substantial amount of student learning occurs outside of traditional classroom walls. Kuh (1993) came to this conclusion nearly 20 years ago when he explained, "it is estimated that 70% of what students learn during college results from out-of-class experiences" (p. 278). The natural conclusion is that learning remains incomplete unless students apply it (DiConti, 2004).

University College, Externship Program

The University College, Externship program was designed to allow students the opportunity to intentionally engage in experiential learning while exploring their career goals. The program is intended for first and second year undergraduate students but enrollment is open to all students. Students shadow a host sponsor during the IUPUI campus fall or spring break. The primary goal of the program is to provide structure, opportunity, motivation, and coaching for students beyond their first semester. Students begin their initial exploration of career options through experiential learning approaches such as networking, informational interviewing, job shadowing, and volunteerism. Through intentionally participating in activities students will be encouraged to take a proactive approach to examining their values, interests, personalities, and strengths.

Career development theory and experiential learning strategies were consulted in developing the initial program framework. However, developing and matching student learning goals with the activities and scope of the program was difficult. The development of this area became a focus of the assessment plan proposed to the PRAC committee. Still, more effort should be given to developing student learning and program level goals in the future. Further developing the mission, vision, and goals of the Externship program is an essential step in its growth and development. Examining existent national program models may help with this task. For example, both Indiana State University and Indiana University, Bloomington currently have active experiential learning programs.

Sample

The Externship program was implemented during the campus break of the fall, 2010 and spring, 2011 semesters. The program was originally designed to take place during only the spring semester. However, University College leadership believed that the program structure was sufficient to support a fall break and spring break program. Table 1 displays demographic characteristics of Externship program student participants for both fall, 2010 and spring, 2011. Data was collected from internal University College records and student self-reported questionnaire data.

A total of (n = 124) students participated in the fall break Externship program and a total of (n = 65) students participated in the spring break version of the program. A higher number of freshman students participated in the fall (n = 59) as compared to those who participated in the spring (n = 9). Student participants in both program sections tended to be Female and enrolled in University College. Approximately half of student participants self-identified as first-generation college students.

Table 1: Student Participant Demographic Characteristics

Externship Program – Demographic Characteristics of Student Participants		Fall 2010	Spring 2011
Academic Level			
	Freshman	51	9
	Sophomore	33	17
	Junior	20	10
	Senior	20	25
	Other	0	4
	Total	124	65
Gender			
	Female	89	37
	Male	35	28
	Total	124	65
First Generation			
	Yes	45	22
	No	48	27
	Not Sure	1	0
	Total	94	49
Academic School			
	Business	3	1
	Education	4	1
	Engineering	8	12
	Journalism	1	0
	Liberal Arts	8	4
	Public Health	1	0
	Nursing (in program)	1	2
	Nursing - Accelerated	2	0
	Science	16	12
	SPEA	2	1
	Technology	7	7
	University College	71	17
	Other	0	8
	Total	124	65
Ethnicity			
	American Indian / Alaskan Native	4	1
	Asian	7	3
	Black / African American	24	19
	Hispanic / Latino	6	2
	Not Applicable (N/A)	6	2
	White / Caucasian	77	38
	Total	124	65
Total	--→	**124**	**65**

Note: The total for each demographic category may not reflect the sum of its parts due to limited data availability.

Method

The University College, Externship program was implemented during the IUPUI campus fall break of 2010 and the spring break of 2011. As such, most data was analyzed and considered separately according to program year (fall, 2010 and spring, 2011). However, qualitative data – focus group interviews and open-ended questionnaire responses – were considered together according to program year.

Pre / Post Student Feedback Questionnaire

Student participants in both the fall, 2010 and spring, 2011 Externship programs voluntarily completed a Pre / Post Student Feedback Questionnaire. The questionnaire was designed to measure growth in a number of areas including: 1.) academic self-efficacy; 2.) career /work self-efficacy; 3.) group work self-efficacy and; 4.) understanding the Principles of Undergraduate Learning (PULs). Students responded to 23 questionnaire items using a Likert scale with a range of (1) "Strongly Disagree" to (6) "Strongly Agree".

Participants completed identical questionnaires both prior to and after completing the Externship program. A pre-post research design with no control group was implemented. There was not an appropriate comparison group of students available for this study. Not all students who participated in the Externship program completed the voluntary questionnaire. Participant responses varied depending on the question being asked. Student participants completed the questionnaires in either a paper-based or online format within a two-week time frame of the program.

A principal components factor analysis was conducted on the pre-program questionnaire for both the fall and spring programs (Tables 2 and 5) to examine whether construct groupings of questionnaire items were reliable. Resulting questionnaire items were then grouped by domain and an average score was created for the purpose of conducting independent samples t-tests of statistical significance (Tables 3 and 6). This process allowed for students' growth in each domain to be measured. Results from this analysis were limited due to a lack of student participants and statistical power. Furthermore, there were problems in matching participants' pre and post questionnaire responses leading to the inability to conduct paired samples t-tests of significance.

Externship Host Mentor Questionnaire

Following the implementation of the Externship program in both fall, 2010 and spring, 2011 community host mentors were asked to voluntarily complete an online questionnaire. The questionnaire was designed to gather thoughts and perceptions of the program from host mentors. Participants responded to 14 questionnaire items using a Likert scale with a range of (1) "Strongly Disagree" to (6) "Strongly Agree" (Table 8).

A total of (n = 16) host mentors completed the questionnaire in fall, 2010 and (n = 11) hosts completed the questionnaire in spring, 2011. Invitations to complete the questionnaire were sent out via e-mail to host mentors within 2 weeks of program completion. Due to a limited

response rate and lack of power statistical tests of reliability and significance were not conducted.

Qualitative Strategies: Questionnaire Open-ended Response Feedback

Four questionnaire items were included at the end of both the Post Student Feedback Questionnaire and the Host Mentor Questionnaire. These items allowed for students and host mentors to reflect on their Externship program experiences in their own words. Questions included:

Host Mentor Questionnaire Open-ended Items

1.) What do you think program students felt was the most important aspect of the Externship program?
2.) What specific challenges did you face as a host mentor in the Externship program? Please describe:
3.) Are there any specific resources or training that you wish would have been provided to Externship program hosts? Please describe:
4.) What specific suggestions do you have for improving the Externship program? Please describe

Post - Student Feedback Questionnaire, Open Ended Items

1.) Please describe what you found most valuable about the Externship program:
2.) Please describe what you found least valuable about the Externship program:
3.) What specific challenges did you encounter during your Externship program experience? Please describe:
4.) What specific suggestions do you have for improving the Externship program? Please describe:

Responses from the fall, 2010 and spring, 2011 Externship program were analyzed together. This was done in an effort to capture the widest variety of participant experiences possible. A coding process was used as the primary means of examination. Through this process participants' questionnaire responses were analyzed and arranged into topical theme categories. Atlas.ti, a software program that assists in qualitative data management and analysis, was used to facilitate the coding process. Tables 9 and 10 display themes of responses and includes numerous examples of actual student and host mentor comments. It should be noted that many of the analyzed comments are concise statements and may not fully reflect the entirety of participants' thoughts and opinions.

Focus Group Interviews with Students

Students who participated in the spring Externship program were invited to participate in one of (2) two focus group interviews. Participation in focus group interviews gave students the opportunity to share their program experiences in an in-depth manner. A total of (n =6) students participated. Three (3) students participated in one group interview and three (3) students participated in the second interview. All student participants were asked the same series of questions via the interview protocol (Appendix D). Due to the small sample of student participants a coding process was not able to be employed. However, student responses that were deemed to be especially insightful and noteworthy have been included for review (Table 11).

Note: Assessment Method #4 was not implemented. The Knowledge, Skills, and Abilities (KSA) activity was not developed. In an effort to fully protect human subjects, the PRAC Externship program assessment plan received IUPUI, Institutional Research Board (IRB) approval: EX 1006-34B / 43B.

Results – Fall 2010

Students who participated in the University College, Externship program during the fall, 2010 semester completed a pre / post feedback questionnaire. The instrument was reliable in measuring several constructs. Table 2 shows that the domains of academic self-efficacy and group work self-efficacy received the highest reliability scores ($\alpha = .89$).

Independent samples t-tests of significance revealed that self-reported, student learning gains within the four (4) domains were not statistically significant (Table 3). Effect sizes were not reported because they did not indicate even a small effect (*d >.20)* as measured by Cohen's *d.* Table 4 displays participants' responses to individual questionnaire items. Again, changes in responses from pre to post questionnaires are not statistically significant. However, it may be practically significant that students' reported that they were less confident in their ability to communicate well with others (Item # 8) by almost half a rating point (-.49) after completing the Externship program.

Table 2: Fall 2010
Principal Components Factor Analysis – Reliability Scores

Academic Self-Efficacy	$\underline{\alpha = .89}$
1.) I am confident in my abilities as a student.	.80
3.) I feel confident that I will excel in college.	.82
6.) I do not feel that I can meet the demands of college.	.64
10.) I feel that I can achieve my academic goals.	.78
Career / Work Self-Efficacy	$\underline{\alpha = .83}$
2.) I am confident that I can succeed in a work environment.	.80
9.) I am confident in my abilities to perform in a work environment.	.72
12.) I feel that I have the necessary knowledge, skills, and abilities to perform in a work environment.	.68
18.) I am confident in my abilities to serve in a leadership position.	.61
Group Work Self Efficacy	$\underline{\alpha = .89}$
7.) I am comfortable working in groups.	.84
8.) I am confident in my abilities to communicate well with others.	.72
22.) I am certain that I can accomplish group projects.	.74
11.) I do not feel comfortable working in groups.	.77
Understanding the PULs	$\underline{\alpha = .87}$
5.) I am confident that I understand the Principles of Undergraduate Learning (PULs).	.85
15.) I do not understand the Principles of Undergraduate Learning (PULs)	.78
21.) I feel that I can apply the Principles of Undergraduate Learning (PULs) to real-life scenarios.	.66

*Varimax rotation

Table 3: Fall 2010
Independent Samples T-Test of Significance

Groups	Mean Pre	SD Pre	Mean Post	SD Post	Mean Difference	Significance
Academic Self Efficacy	5.45	0.72	5.42	0.59	-.03	p = .798
Career / Work Self Efficacy	5.42	0.72	5.34	0.71	-.08	p = .508
Group Work Self Efficacy	5.32	0.83	5.26	0.68	-.08	p = .413
Understanding the PULs	4.70	1.28	4.67	1.28	-.03	p = .908

Table 4: Fall 2010 Results
Student Feedback and Opinion Questionnaire (Pre & Post)

Questions	N	Mean Pre-Program	SD Pre	N	Mean Post-Program	SD Post	Mean Difference
1.) I am confident in my abilities as a student.	97	5.42	.827	65	5.42	.659	0.00
2.) I am confident that I can succeed in a work environment.	97	5.59	.673	65	5.43	.790	-0.16
3.) I feel confident that I will excel in college.	97	5.39	.836	65	5.32	.812	-0.07
4.) I have developed a set of personal career goals.	95	4.99	1.225	65	5.09	1.114	+0.10
5.) I am confident that I understand the Principles of Undergraduate Learning (PULS).	95	4.98	1.409	64	4.69	1.379	-0.29
6.) *I do not feel that I can meet the demands of college.	97	1.43	.840	65	1.45	.771	+0.02
7.) I am comfortable working in groups.	97	5.11	.978	63	5.11	.986	0.00
8.) I am confident in my abilities to communicate well with others.	97	5.26	.960	65	4.77	1.412	-0.49
9.) I am confident in my abilities to successfully perform in a work environment.	97	5.56	.707	64	5.39	.726	-0.17
10.) I feel that I can achieve my academic goals.	97	5.43	.828	64	5.36	.651	-0.07
11.) *I do not feel comfortable working in groups.	96	1.59	.980	64	1.48	.734	-0.11
12.) I feel that I have the necessary knowledge, skills, and abilities to perform in a work environment.	97	5.32	.908	65	5.18	.934	-0.14
13.) *I do not feel that I can succeed in a work environment.	97	1.43	.989	65	1.40	.725	-0.03
14.) I feel that I have identified the skills necessary to succeed in a work environment.	94	4.95	1.061	64	5.08	1.044	+0.13
15.) *I do not understand the Principles of Undergraduate Learning.	95	2.20	1.541	65	2.08	1.429	-0.12
16.) I feel that I can achieve my personal career goals.	97	5.35	9.36	64	5.37	.745	+0.02
17.) I feel that I am well prepared to meet the demands of my career.	95	4.85	1.111	65	4.98	.944	+0.13
18.) I am confident that I will succeed in my career.	96	5.22	1.144	65	5.34	.834	+0.12
19.) *I do not feel that I can achieve my career goals.	96	1.47	.906	65	1.51	.793	+0.04
20.) *I do not feel that I can meet the demands of a workplace	95	1.44	.908	65	1.43	.770	-0.01
21.) I feel that I apply the Principles of Undergraduate Learning (PULs) to real-life scenarios.	91	4.55	1.368	65	4.42	1.435	-0.13
22.) I am certain that I can accomplish group projects.	95	5.42	.918	65	5.40	.725	-0.02
23.) I am confident in my abilities to serve in a leadership position.	95	5.36	.837	64	5.25	.816	+0.11

Note: Questions denoted by an asterisk (*) were reverse coded for all analysis but are presented here in raw form for descriptive purposes. Please note that lower scores on these questions indicate a more positive response
Note: Participants responded to questionnaire items on a Likert scale with (1) representing "Strongly Disagree" and (6) representing "Strongly Agree".

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Results – Spring 2011

Students who participated in the University College, Externship program during the spring, 2011 semester completed a pre / post feedback questionnaire. The questionnaire was fairly reliable in measuring several constructs. Table 5 shows that the domains of career work self-efficacy ($\alpha = .90$) and understanding the PULs ($\alpha = .89$) received the highest reliability scores.

Independent samples t-tests of significance revealed that self-reported, student learning gains within the four (4) domains were not statistically significant (Table 6). Effect sizes were not reported because they did not indicate even a small effect ($d > .20$) as measured by Cohen's d. Table 7 displays participants' responses to individual questionnaire items. Again, changes in responses from pre to post questionnaires are not statistically significant.

Table 5: Spring 2011
Principal Components Factor Analysis – Reliability Scores

Academic Self-Efficacy	$\alpha = .78$
1.) I am confident in my abilities as a student.	.64
3.) I am confident that I will excel in college.	.64
Career / Work Self-Efficacy	$\alpha = .90$
12.) I feel that I have the necessary knowledge, skills, and abilities to perform in a work environment.	.78
16.) I feel that I can achieve my personal career goals.	.88
17.) I feel that I am well prepared to meet the demands of my career.	.76
18.) I am confident that I will succeed in my career.	.80
19.) I do not feel that I can achieve my career goals.	.69
Group Work Self-Efficacy	$\alpha = .73$
7.) I am comfortable working in groups.	.65
11.) I do not feel comfortable working in groups.	.48
23.) I am confident in my abilities to serve in a leadership position.	.52
Understanding the PULs	$\alpha = .86$
5.) I am confident that I understand the Principles of Undergraduate Learning (PULs).	.75
15.) I do not understand the Principles of Undergraduate Learning (PULs).	
21.) I feel that I can apply the Principles of Undergraduate Learning (PULs) to real-life scenarios.	.66
	.80

*Varimax rotation

Table 6: Spring 2010
Independent Samples T-Test of Significance

Groups	Mean Pre	SD Pre	Mean Post	SD Post	Mean Difference	Significance
Academic Self Efficacy	5.61	.546	5.40	.671	-.0.21	p = .106
Career / Work Self Efficacy	5.34	.727	5.26	.632	-0.12	p = .620
Group Work Self Efficacy	5.17	.744	5.18	.632	+0.01	p = .934
Understanding the PULs	4.73	1.120	4.66	1.106	-0.07	p = .753

Table7: Spring 2011 Results
Student Feedback and Opinion Questionnaire (Pre & Post Instrument)

Questions	N	Mean Pre-Program *	SD Pre	N	Mean Post-Program *	SD Post	Mean Difference
1.) I am confident in my abilities as a student.	50	5.62	.635	40	5.40	.744	-0.22
2.) I am confident that I can succeed in a work environment.	50	5.58	.609	41	5.41	.741	-0.17
3.) I feel confident that I will excel in college.	50	5.60	.571	41	5.41	.706	-0.19
4.) I have developed a set of personal career goals.	50	5.02	.979	41	5.07	1.010	+0.05
5.) I am confident that I understand the Principles of Undergraduate Learning (PULS).	50	4.66	1.287	40	4.43	1.394	-0.23
6.) *I do not feel that I can meet the demands of college.	50	1.32	.741	39	1.41	.993	+0.09
7.) I am comfortable working in groups.	50	5.08	.900	41	5.07	.877	-0.01
8.) I am confident in my abilities to communicate well with others.	49	4.57	1.633	41	4.90	1.221	+0.33
9.) I am confident in my abilities to successfully perform in a work environment.	50	5.46	.762	41	5.34	.762	-0.12
10.) I feel that I can achieve my academic goals.	50	5.52	.677	41	5.41	.631	-0.11
11.) *I do not feel comfortable working in groups.	50	1.76	.981	41	1.71	.873	-0.05
12.) I feel that I have the necessary knowledge, skills, and abilities to perform in a work environment.	50	5.32	.978	40	5.15	.864	-0.17
13.) *I do not feel that I can succeed in work environment.	50	1.20	.452	41	1.24	.435	+0.04
14.) I feel that I have identified the skills necessary to succeed in a work environment.	50	5.08	.900	41	5.07	.877	-0.01
15.) *I do not understand the Principles of Undergraduate Learning.	50	2.02	1.186	41	2.24	1.463	+0.22
16.) I feel that I can achieve my personal career goals.	50	5.38	.830	41	5.32	.722	-0.06
17.) I feel that I am well prepared to meet the demands of my career.	50	4.98	1.000	41	5.02	.758	-0.04
18.) I am confident that I will succeed in my career.	50	5.38	.855	40	5.35	.700	-0.03
19.) *I do not feel that I can achieve my career goals.	50	1.38	.530	40	1.55	.904	-0.17
20.) *I do not feel that I can meet the demands of a workplace	50	1.38	.530	41	1.46	.809	+0.08
21.) I feel that I apply the Principles of Undergraduate Learning (PULs) to real-life scenarios.	50	4.56	1.327	39	4.64	1.063	+0.08
22.) I am certain that I can accomplish group projects.	50	5.42	.731	40	5.30	.723	-0.12
23.) I am confident in my abilities to serve in a leadership position.	50	5.18	.896	41	5.17	.771	-0.01

Note: Questions denoted by an asterisk (*) were reverse coded for all analysis but are presented here in raw form for descriptive purposes. Please note that lower scores on these questions indicate a more positive response

Note: Participants responded to questionnaire items on a Likert scale with (1) representing "Strongly Disagree" and (6) representing "Strongly Agree".

Results - Fall 2010 & Spring 2011

Host mentors who served in the Externship program shared their perceptions of the program through completing a post program online questionnaire. While participation in the survey was limited in both fall, 2010 (n = 16) and spring, 2011 (n = 11) the information collected is of value. It is interesting that host mentors indicated that they had spoken with their students about their personal academic goals less frequently in fall, 2010 (3.60) than in spring, 2011 (4.54).

Table 8: Externship Host Mentor Questionnaire

Questions	Fall 2010			Spring 2011		
	N	Mean	SD	N	Mean	SD
1.) I feel that the student(s) I hosted in the Externship program will succeed in a work environment.	16	5.06	.68	11	5.00	.45
2.) I feel that the student(s) I hosted in the Externship program will excel in college.	15	4.93	.96	11	5.00	.77
3.) I have spoken with the student(s) I hosted in the Externship program about their personal career goals.	16	5.18	.83	11	5.36	.67
4.) I have spoken with the student(s) I hosted in the Externship program about their personal academic goals.	15	3.60	1.30	11	4.54	.82
5.) I feel that the student(s) I hosted in the Externship program are comfortable working in groups.	15	4.53	.83	11	4.45	.93
6.) I feel that the student(s) I hosted in the Externship program are able to communicate well with others.	15	5.00	.85	11	4.72	.90
7.) I am confident that the student(s) I hosted in the Externship program can serve in a leadership position.	15	4.46	1.19	11	4.09	.54
8.) I am confident that the student(s) I hosted in the Externship program can meet the demands of the workplace.	16	4.81	.91	11	4.72	.90
9.) I feel that the student(s) I hosted in the Externship program are well prepared to meet the demands of their career.	14	4.57	1.01	11	4.27	1.00
10.) I am confident that the student(s) I hosted in the Externship program have identified the skills necessary to succeed in the workplace.	15	4.73	.86	11	4.45	.68
11.) I feel that the resources I received prepared me well to be a host in the Externship program.	15	4.26	1.60	11	4.36	1.29
12.) I would like to return as a host mentor in the Externship program next year.	16	5.62	.62	11	4.72	1.27
13.) I am satisfied with my overall performance of the student(s) I hosted.	15	5.06	.66	11	5.00	.77
14.) I am satisfied with my overall experience as a host mentor in the Externship program.	14	5.06	.68	11	4.81	.87

Qualitative Results

In an effort to gain a deeper understanding for participants Externship program experiences a variety of qualitative data was considered. This data is valuable in that it allows program stakeholders to gain a deeper understanding of the Externship program through student participants' and host mentors' own words. Table 9 displays the major themes addressed by fall, 2010 and spring, 2011 participants in the open-ended response section of the post program questionnaire. Program students described aspects of the program that they found to be most valuable, least valuable, and challenging. Participants' also provided an assortment of suggestions for improvement in their open ended responses.

Table 10 highlights the thoughts and perceptions collected of host mentors volunteering in the Externship program during fall, 2010 and spring, 2011. These ideas were collected from mentors' open-ended response feedback to the end of program questionnaire. Similar to student responses these ideas also focused on most and least valuable program aspects and suggestions for improvement.

Two (2) focus group interviews were conducted with students in an effort to gather content rich data. A total of six (6) students who completed the spring 2011 Externship program participated in the group interviews. Students spoke about a variety of topics including ways in which they were made aware of the program and how the program assisted them in developing personal academic and career goals. Table 11 contains notable highlights of these interview discussion topics.

Table 9: Students' Open-Ended – Post Questionnaire Responses

(n = 103)

Major Themes	Examples of Actual Student Comments
Most Valuable Aspects	*Please describe what you found <u>most</u> valuable about the Externship program:*
Hands-on / Real Life Experience	• "The face to face experience was better than just reading about a career, writing about it, and moving on." • "The chance to work in the real world and see what it's really like as opposed to just seeing it on paper." • "I experienced a real counseling session. It was so real, and Lacey even let us ask the client questions. That was really cool."
Learning More About Job / Career Field	• "It was a good learning experience; I learned how the government finance works." • "Learning a work environment other than the one I am currently in." • "What I found most valuable about externship program is that show you the road map to individual career of interest and how one can manage it."
Shadowing / Interviewing Professionals in the Field	• "Opportunity to job shadow." • "Seeing what the person does on a day to day basis." • "I enjoyed the time I got to spend with an employee of the same major as me, asking him questions, and seeing the work he does."
Least Valuable Aspects	*Please describe what you found <u>least</u> valuable about the Externship program:*
N/A, None, Nothing (Positive Comment)	• "NONE!" • "There was nothing least valuable."
Lack of Communication and Structure	• "Manager did not seem prepared for us." • "I would have like more structure in the day's activities. I felt as if the professional was not provided with enough structure on what he should be doing to help me."
Lack of Time at Host Site	• "The short time spent there. I wish there was more stuff we could have seen/done and stayed there longer and not just for 3 hours." • "The timing of the program. I would like if it wasn't during fall break but maybe a serious of Fridays' only one day for my location. Not enough open time to ask questions one on one."
Challenging Aspects	*What specific challenges did you encounter during your Externship program experience:*
Finding Host Site Locations (Directions)	• "Finding the place; the address was not listed correctly." • "The directions I was given were incorrect, so it was difficult to find where the group was supposed to meet."
Developing and Feeling Comfortable Asking Questions	• "Coming up with questions on the spot during the visit." • "It was difficult to keep up with some of the conversation because of some of the jargon that was used." • "I came prepared to ask the staff questions--but was completely unprepared for them to ask questions of me."
Suggestions for Improvement	*What specific suggestions do you have for improving the Externship program:*
Improve Communication Between – (Hosts, Students, and Program Staff)	• "Let the host and the student know more time in advance what they're definitely going to be doing the externship. Also, give the students and the host and idea of what will be going on. We basically went in blind, but it still went well." • "Letting me know earlier that I was accepted for the program. I had to try to find someone to work for me last minute which would have been easier if I had more time."

Table 10: Host Mentors' Open-Ended – Post Questionnaire Responses

(n = 24)

Major Themes	Examples of Actual Host Comments
Most Important Program Aspects	*What do you think program student felt was the <u>most</u> important aspect of the Externship program:*
First Hand / Real World Experience	• "Shadowing an engineer. They could see what a day is really like for an engineer." • "Being able to go into the field and experience firsthand the environmental factors that bring people into acute care." • "I think the most important part for the students was shadowing and interacting with people who are actually in the field that they want to work in. Being able to observe and ask questions in a real-life setting."
Career / Job Information	• "Seeing all the different career possibilities." • "Getting to learn more about their chosen profession what they need to do in order to be successful." • "Probably being able to see examples of the variety of opportunities that exist within our discipline."
Challenging Aspects	*What <u>specific</u> challenges did you face as a host mentor in the Externship program:*
Lack of Communication Between: Hosts, Students, and Program Staff	• "No outline of what should be reviewed or seen with the students." • "While some responded to my e-mail, not all did, making it difficult to plan for those students." • "Just making sure we know what we are doing more than a few days ahead of time would be very helpful. I'm sure this is something that can easily be fixed as the program gets off the ground."
Students Not Showing Up	• "It was disappointing to have students sign up for the externship and report at the last minute that they cannot participate. We planned for a specific number of students and only half showed up." • "People not showing up. I had worked hard to set-up a single mentor for the day for each student and when 2 did not show it created a little scrambling to make it all work out."
Resource and Training Suggestions	*Are there any <u>specific</u> resources or training that you wish would have been provided to Externship program hosts:*
More Student Information	• "Yes, I did not receive any instructions for expectations. So, they merely watched me work, as they cannot do any work in a courtroom." • "Direction and purpose would have helped. I wasn't sure if I was supposed to put them to work for a day (like an internship) or just give them a tour of the place."
Clarified Goals & Expectations	• "Maybe bio's of the students prior, perhaps a sheet stating what they wish to get out of the externship so we can better tailor their days." • "If we could get more information than just their name, year, and the major, that would be helpful to me. Why were they interested in our Department? What do they hope to learn from their experience with us?"
Suggestion for Improvement	*What <u>specific</u> suggestions do you have for improving the Externship program:*
More Program Planning & Structure	• "More advance time to plan." • "More organization, planning ahead. This would give students and mentors more time to prepare. • Matching students with their chosen major(s). I had one student who's major did not match our organization goals and it was hard trying to keep that student engaged because nothing tied in with that particular major."

Table 11: Students' Focus Group Interview Responses -- Spring 2011

(n = 6 participants)
How did you find out about the Externship program?

- "Last year I didn't hear of it. But this year I got an e-mail and I saw -- you know like -- the actual sign -- so yeah there was more awareness this year I guess."

- "I saw it on the billboard on the side – It's between the business and the UC like that… Basically I just saw like yeah. Like you know a big sign "Externship" and the dates and times and things like that… different opportunities. And I think I also received an e-mail."

- "I was actually referred by my academic advisor (OK). I had discussed with her doing internships and externships and everything like during the spring break area so she shot me an e-mail letting me know that IUPUI had one -- cause I actually didn't even know."

- "I learned about the externship through a Psychology Club meeting actually the day that it was due. She just mentioned it -- and I found it interesting -- so I filled out the application and was accepted to do it."

Do you feel that the Externship program assisted you in developing personal academic and career goals? How did it help or not help in this regard?

- "Now I kind of have an idea of what I want to do and…. where I want to be and…since I did explore that part of (the) hospital…and now I know what I want in my career."

- "Academically – Yes -- because…I know that I want to finish within four years and then apply to med(ical) school…I'm just a junior this year …. This really helped me determine what I want to do and so -- I still have time to take more Bio(logy) classes and you know take my MCATs and apply."

- "Yes. Do you want an extended answer (Please)? I got to make connections with some of the workers …I had resumes on me so I came prepared for that…I gave them my resumes but their certain department wasn't hiring but there's other departments --- that are hiring right now. …I was recommended for summer internships and so I got to kind of network so that did help a lot."

- "Yes. Because its exactly what I want to do and I was going to do my practice a whole different way but they assured me that my way of doing it was wrong -- and that they told me the correct way of handling my own practice to be successful in it --- so it was really good -- took valuable advice."

What can we do to strengthen the Externship program? In other words, what can we do to improve the Externship program?

- "I think one thing is like if you guys make it more aware on campus (More Awareness) (Yes). I feel like that's what with a lot I feel like with a lot of activities on-campus -- if you guys make it more aware to students …"

- "Or send out e-mails….IUPUI also now does the texting like if it's a bad alert or weather alert (or Jag News) or JagNews like something like that --to make it more aware for students.

- "Yeah…I wish had this opportunity in my freshman year and got a chance to go into the Radiology department and into that area and….really to see if -- that is what I wanted. But no I learned the hard way….I got into the program and then I was like NO -- this is not what I wanted…."

- "And I feel like with these externships you also see the bigger picture – like reality hits you (Right) (Yeah). Because you know how some people are like ohm yeah it will be like easy and OK. But then once you do like these externships and volunteer -- it's like reality hits you -- this is like the real work world."

Limitations

The assessment conducted of the Externship program has several limitations that should be considered. While the Externship program has been in existence for a couple of years this is the first formal assessment process that it has undergone. This provides us the opportunity to learn about and improve not only the program but also the methods and procedures used in assessment. First, future assessments of the Externship program should begin by focusing on developing clearly defined student learning and program goals. While the program has developed some learning goals they are simply not specific, observable, or measurable enough to be conducive to a rigorous evaluation.

The mixed method strategies employed (e.g., group interviews, questionnaire data) in the assessment of the Externship program were beneficial. The strategies allowed for a more comprehensive picture of the program to be developed. Still, the procedures and methods behind these strategies should be improved. For example, the developed questionnaires had fairly high structural validity in that they worked well in measuring the desired learning constructs. This is evidenced by the results of principal components factor analyses.

However, analysis of questionnaire results did not show a statistically significant change in reported student learning from pre-program to post-program questionnaires. While this finding could be due to a lack of the Externship programs' effect on student learning it could also be attributed to other factors. These factors include but are not limited to: 1.) a limited sample of students completed the questionnaires limiting the power of the statistical tests; 2.) there was not a valid way to directly connect students' pre and post responses; and 3.) a small amount of time (1-2 weeks) was given between the administration of questionnaires. Many of these issues also hindered the ability of other assessment measures (e.g., post-program host questionnaire) to yield meaningful inferential data. Future assessment efforts will benefit from remedying these areas of limitation.

Possible Implications

The Externship program is innovative in its ability to connect experiential learning and career development practices in a constructive manner. Five (5) main implications have been identified as having the potential to foster meaningful change and improvement:

1.) Further Develop Student Learning and Program Goals

The Externship program will benefit from clearly developing and articulating student learning and program goals. While the basic framework of the program has been developed it is essential that stakeholders work together to further define the program. The development of specific, observable, and measurable, student learning goals should be a high priority for the program.

2.) Capitalize on High Student and Host Mentor Satisfaction

It is clear that students and host mentors are satisfied with their overall Externship program experiences. Data shows us that students find their participation in the program

to be a great opportunity to gain hands-on / real life experience, learn more about their intended job and career field, and shadow and interview professionals in the field. Most host mentors indicated that they would be willing to volunteer in the program during future semesters.

3.) Further Develop Program Curriculum– Knowledge, Skills, and Abilities Activity

The development of the Externship program is a worthwhile endeavor. It would be advantageous to further develop program curriculum and activities. For example, the Knowledge, Skills, and Abilities (KSA) activity was outlined in the original program assessment plan but has yet to be implemented. The continued development of a program curriculum that is congruent with student learning and program goals will allow for the most meaningful educational program.

4.) Expand Recruitment of Student Participants

A total of (n = 124) students participated in the fall, 2010 Externship program and a total of (n = 65) students participated in the spring, 2011 version of the program. The program was originally designed to serve students during the campus spring break and not fall break. Further examination into recruitment efforts will assist the growth and development of the Externship program. Students and host mentors are more likely to utilize and learn from a program that is a logistical fit with their needs and desires.

5.) Improve Program Organization and Communication

Assessment data revealed that the Externship program could improve from an increase in program organization and communication. Student participants and host mentors indicated that they did not always receive the most immediate or accurate information from program staff.

Conclusion

The Externship program is a promising and innovative program that connects college student career development with the benefits of experiential learning. The assessment of the Externship program has allowed for University College and PRAC stakeholders to begin gaining a further understanding of how this connection affects student learning. Data has shown that student participants and host mentors are satisfied with their experiences in the program. Assessment results have also shown that the program assists students in developing their personal academic and career goals.

The Externship program may benefit from further developing student learning and program goals, building upon high participant satisfaction, further developing curriculum, recruiting more student participants, and improving some organizational components. The Externship program will also benefit from further assessment initiatives. Assessment is a continuous, on-going, and cyclical process. With continued intentional support the University College, Externship program has the potential to make significant meaningful contributions to the growth and development of IUPUI students.

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Assessment Plan

University College (UC), Externship Program, Spring 2011

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Purpose of Program Assessment:
The purpose of the University College (UC), Externship program assessment is 1.) to demonstrate the
overall value of the program to UC and other campus stakeholders (summative) while 2.) also using
assessment results to make improvements within the program (formative).

General Program and Student Learning Goals
The University College, Externship program has been designed to provide a means of exploration for
undergraduate students to begin initial research of career options through organized experiences which
include job shadowing, informational interviewing, and networking.

Student Learning Goals:
- Gain information on how to use web resources to research career interests
- Research top three career and major choices and articulate knowledge, skills, abilities, tasks,
  work activities, interests and work styles for their top career/major choice
- Articulate how career options match or do not match knowledge, skills, interests, values
- List skills from past & current jobs as well as volunteer experiences that apply to current career
  interest
- Students will articulate where they possess competency in PUL's and will suggest where they can
  gain skills
- List skills that need to be gained as a result of this self-exploration
- Articulate a timeline to achieve top 3 skills they would like to acquire
- By participating in an externship between 16-40 hours, students will job shadow and speak with
  professionals in a career area of interest.

Several new components have been added to the Externship program curriculum for Spring, 2011. These
include exercises on the correlation between a career interest and Knowledge, Skills, Abilities, and
Values that may be associated with a particular career as well as an exercise to allow students to examine
the IUPUI PUL's and determine a plan for developing skills in those areas.

Proposed Assessment Methods
A multiple method assessment plan is proposed in an effort to best measure student participants' direct
learning outcomes. The assessment design will allow for students' attitudes, perceptions, and opinions of
their Externship program experiences to be considered. Feedback from externship hosts will also be
obtained in an effort to gain a greater understanding of program intricacies as well as potential
opportunities for program growth and improvement. Several assessment measures are proposed including
self-administered questionnaires, open-ended qualitative questions, and a focus group interview. The
proposed methods of assessment include:

1.) <u>A Pre / Post, Student Participant Survey Questionnaire</u> (Appendix, A & B); designed to assess student participants' growth in the following areas:

Academic and Career Discovery
Academic and Career Planning
Knowledge, Skills and Abilities (KSA) Evaluation
Understanding and Application of the UC, Principles for Undergraduate Learning (PULs)
General Self-efficacy

2.) <u>A Post, Externship Host, Survey Questionnaire</u> (Appendix, C); designed to asses Externship hosts' attitudes, opinions, and perceptions of program students. Externship hosts' general program satisfaction and suggestions for improvement will also be obtained and considered in analysis.

3.) <u>A Post, Student Participant, Focus Group Interview</u> (Appendix, D); designed to gather student participants lived Externship program experiences. Questions regarding what students found most and least valuable about the program as well suggestions for improvement will be asked of participants, among others.

4.) <u>A Post, Participation Externship Student – Major and Career Discovery Reflections</u> (Appendix, E); designed to capture student participants self reported Externship program experiences, reported major and career decision making processes, and "KSA" skills attainment.

Notes:
In an effort to fully protect human subjects, each specific proposed assessment instrument (attached) is accompanied by an introductory statement that explicitly addresses issues of **Confidentiality** and **Volunteer** participation. These statements will be included in all appropriate assessment related correspondences with participants.

The *formatting* of the proposed assessment instruments may change. This will allow for Scantron ® Likert style response scales to be included. IUPUI and University College contact information may also be added. During this process the overall content (i.e., specific questions) of the assessment instruments will remain intact.

Students who partake in the Focus Group Interview will receive a ten dollar ($10.00) Barnes & Noble, Campus Bookstore Gift Card for their volunteered participation. Solicitation of student participants will indicate this incentive.

Reference:
The Externship program assessment plan and related instruments were created, in part, from existent survey questionnaires and documents of the University College, Assessment Team and the Office of Information Management and Institutional Research (IMIR). University College and IMIR respectfully retain ownership of all documents herein.

University College Externship Program, 2011

Survey Questionnaire – Introduction and Confidentiality Statement

**The following introduction and confidentiality statement will be provided to all participants prior to their completion of survey questionnaires:

The purpose of this questionnaire is to gain your perceptions of the IUPUI, University College Externship program. Your participation in this survey is completely voluntary. You are free to not answer any questions that you may be uncomfortable with. Your opinions are important. Results of this survey will be used to improve programs for students and enhance our knowledge of what students' needs are. Responses are **Completely Confidential**. In other words, your responses will be used for research purposes only and will not be used to make decisions about individual students. Your individual responses will NOT be shared with staff or other students at any time!

The following statements and questions reflect the various ways in which you may describe your Externship experience. Fill in only one response per item. Please read each statement carefully and then select one of the alternatives. Rate the degree to which you agree or disagree with each statement using the following scale (1 = Strongly Disagree and 6 = Strongly Agree). There is no right or wrong answer. Do not spend too much time with any one statement. Thank you for your time and participation.

APPENDIX, A

University College Externship Program, 2011
Pre – Participation: Student Feedback and Opinion Survey

The purpose of this questionnaire is to gain your perceptions of the IUPUI, University College Externship program. Your participation in this survey is **Completely Voluntary**. Your opinions are important! Results of this survey will be used to improve programs for students and enhance our knowledge of what students' needs are. Responses are **Completely Confidential**. In other words, your responses will be used for research purposes only and will not be used to make decisions about individual students. Your individual responses will NOT be shared with staff or other students at any time!

Response Scale
Strongly Disagree -- (1), (2), (3), (4), (5), (6) -- Strongly Agree

1.) I am confident in my abilities as a student.
2.) I am confident that I can succeed in a work environment.
3.) I feel confident that I will excel in college.
4.) I have developed a set of personal career goals.
5.) I am confident that I understand the Principles of Undergraduate Learning (PULs).
6.) I do not feel that I can meet the demands of college.
7.) I am comfortable working in groups.
8.) I am confident in my abilities to communicate well with others.
9.) I am confident in my abilities to successfully perform in a work environment.
10.) I feel that I can achieve my academic goals.
11.) I do not feel comfortable working in groups.
12.) I feel that I have the necessary knowledge, skills, and abilities to be perform in a work environment.
13.) I do not feel that I can succeed in a work environment.
14.) I feel that I have identified the skills necessary to succeed in the workplace.
15.) I do not understand the Principles of Undergraduate Learning (PULS).
16.) I feel that I can achieve my personal career goals.
17.) I feel that I am well prepared to meet the demands of my career.
18.) I am confident that I will succeed in my career.
19.) I do not feel that I can achieve my career goals.
20.) I do not feel that I can meet the demands of a workplace.
21.) I feel that I can apply the Principles of Undergraduate Learning (PULS) to real-life scenarios.
22.) I am certain that I can accomplish group projects.
23.) I am confident in my abilities to serve in a leadership position.

Open-Ended Questions

1.) Please describe what you think will be <u>most</u> valuable in the Externship program:

2.) Please describe what you think will be <u>least</u> valuable in the Externship program:

3.) What <u>specific</u> challenges do you think you will encounter during your Externship program experience? Please describe:

4.) What <u>specific</u> concerns do you have about the Externship program? Please describe:

CONTINUED

We are asking the following questions for research purposes to understand students' perceptions better.

Has either your mother or father completed a four-year college (bachelor's) degree?

___Yes
___No
___Not Sure

Your current age:

___18-19
___20-21
___22-24
___25 or older

Your race / ethnicity:

___African American
___Asian American
___Native American
___Multiracial American
___Latino / Hispanic American
___International Student
___Not Listed

What was your overall high school grade point average?
___(A- to A) 3.5 and above
___(B to B+) 3.0 – 3.4
___(B- to B) 2.5 – 2.9
___(C to B-) 2.0 – 2.4
___(C- to C) 1.5 – 1.9
___(D to C-) 1.0 – 1.4
___(D- to D) 0.9 or lower

If known, what your ACT was and/or SAT scores:

ACT Composite

SAT Composite

APPENDIX, B

University College Externship Program, 2011
Post – Participation: Student Feedback and Opinion Survey

The purpose of this questionnaire is to gain your perceptions of the IUPUI, University College Externship program. Your participation in this survey is **Completely Voluntary.** Your opinions are important! Results of this survey will be used to improve programs for students and enhance our knowledge of what students' needs are. Responses are **Completely Confidential**. In other words, your responses will be used for research purposes only and will not be used to make decisions about individual students. Your individual responses will NOT be shared with staff or other students at any time!

Response Scale
Strongly Disagree -- (1), (2), (3), (4), (5), (6) -- Strongly Agree

1.) I am confident in my abilities as a student.
2.) I am confident that I can succeed in a work environment.
3.) I feel confident that I will excel in college.
4.) I have developed a set of personal career goals.
5.) I am confident that I understand the Principles of Undergraduate Learning (PULs).
6.) I do not feel that I can meet the demands of college.
7.) I am comfortable working in groups.
8.) I am confident in my abilities to communicate well with others.
9.) I am confident in my abilities to successfully perform in a work environment.
10.) I feel that I can achieve my academic goals.
11.) I do not feel comfortable working in groups.
12.) I feel that I have the necessary knowledge, skills, and abilities to be perform in a work environment.
13.) I do not feel that I can succeed in a work environment.
14.) I feel that I have identified the skills necessary to succeed in the workplace.
15.) I do not understand the Principles of Undergraduate Learning (PULS).
16.) I feel that I can achieve my personal career goals.
17.) I feel that I am well prepared to meet the demands of my career.
18.) I am confident that I will succeed in my career.
19.) I do not feel that I can achieve my career goals.
20.) I do not feel that I can meet the demands of a workplace.
21.) I feel that I can apply the Principles of Undergraduate Learning (PULS) to real-life scenarios.
22.) I am certain that I can accomplish group projects.
23.) I am confident in my abilities to serve in a leadership position.
24.) I am satisfied with my overall experience in the Externship program.

Open-Ended Questions

1.) Please describe what you found <u>most</u> valuable about the Externship program:

2.) Please describe what you found <u>least</u> valuable about the Externship program:

3.) What <u>specific</u> challenges did you encounter during your Externship program experience? Please describe:

4.) What <u>specific</u> suggestions do you have for improving the Externship program? Please describe:
CONTINUED

We are asking the following questions for research purposes to understand students' perceptions better.

Has either your mother or father completed a four-year college (bachelor's) degree?

___Yes
___No
___Not Sure

Your current age:

___18-19
___20-21
___22-24
___25 or older

Your race / ethnicity:

___African American
___Asian American
___Native American
___Multiracial American
___Latino / Hispanic American
___International Student
___Other

What was your overall high school grade point average?
___(A- to A) 3.5 and above
___(B to B+) 3.0 – 3.4
___(B- to B) 2.5 – 2.9
___(C to B-) 2.0 – 2.4
___(C- to C) 1.5 – 1.9
___(D to C-) 1.0 – 1.4
___(D- to D) 0.9 or lower

If known, what was your ACT and/or SAT scores:

ACT Composite   SAT Composite

APPENDIX, C

University College Externship Program, 2011
Post – Participation: Externship Host, Feedback and Opinion Survey

The purpose of this questionnaire is to gain your perceptions of the IUPUI, University College Externship program. Your participation in this survey is **Completely Voluntary**. Your opinions are important! Results of this survey will be used to improve programs for students and enhance our knowledge of what students' needs are. Responses are **Completely Confidential**. In other words, your responses will be used for research purposes only and will not be used to make decisions about individual students. Your individual responses will NOT be shared with staff or individual students at any time!

Response Scale
Strongly Disagree -- (1), (2), (3), (4), (5), (6) -- Strongly Agree

The first few questions relate to your experiences <u>as a host</u> in the Externship program. The questions are designed to gain your perceptions of the students that you mentored in the program.

1.) I feel that the student(s) I hosted in the Externship program will succeed in a work environment.
2.) I feel that the student(s) I hosted in the Externship program will excel in college.
3.) I have spoken with the student(s) I hosted in the Externship program about their personal career goals.
4.) I have spoken with the student(s) I hosted in the Externship program about their personal academic goals.
5.) I feel that the student(s) I hosted in the Externship program are comfortable working in groups.
6.) I feel that the student(s) I hosted in the Externship program are able to communicate well with others.
7.) I am confident that the student(s) I hosted in the Externship program can serve in a leadership position.
8.) I am confident that the student(s) I hosted in the Externship program can meet the demands of their workplace.
9.) I feel that the student(s) I hosted in the Externship program are well prepared to meet the demands of their career.
10.) I am confident that the students(s) I hosted in the Externship program have identified the skills necessary to succeed in the workplace.

The next few questions relate to your <u>personal</u> experience as a host mentor in the Externship program.

11.) I feel that the resources I received prepared me well to be a host in the Externship program…
12.) I would like to return as a host mentor in the Externship program next year...
13.) I am satisfied with the overall performance of the student(s) I hosted…
14.) I am satisfied with my overall experience as a host mentor in the Externship program…

Open-Ended Questions

1.) What do you think program students felt was the <u>most</u> important aspect of the Externship program?

2.) What <u>specific</u> challenges did you face as a host mentor in the Externship program? Please describe:

3.) Are there any <u>specific</u> resources or training that you wish would have been provided to Externship program hosts? Please describe:

4.) What <u>specific</u> suggestions do you have for improving the Externship program? Please describe

APPENDIX, D

University College, Externship Focus Groups – Spring 2011

Please read the following introduction and confidentiality statement prior to starting focus group discussions:

"Well thank you for coming. My name is (insert name here) and I am here on behalf of University College. Our goal is to talk to a group of students about their Externship program experiences. We simply want to gain some general feedback from students about what you liked or disliked about the program. This focus group interview will last approximately 45 minutes. Your participation is **Voluntary** and results will be strictly **Confidential**. Please understand that you may leave the interview at any time. The results will not be used to make decisions about individual students. Results will be reported in summary form with no names or identities included and will be used to make program improvements.

With me today is (insert assistants name here), and they work as a (insert title here) in our office and will be taking notes from our conversation. Before we begin, I should point out that (assistant's name) has a tape recorder to record parts of our conversation that we might miss. I promise that no one, other than the interview transcriber, well hear this recording. Is it OK if we use a tape recorder? [If no objections, turn on the tape recorder.]"

**Before we begin we have a few simple ground rules that will allow for a positive focus group experience:

- We would like to hear for each one of you during the focus group. All your experiences are important to this process.

- Please remember that we are recording. It will be important to speak clearly, loudly, and not interrupt or speak over each other.

- Body language will not be captured in the recording, so please say "I agree" or "I disagree" rather than nodding or shaking your head.

- Please remember that there is no need for all of you to agree on any one item. We want to capture your individual unique experiences.

University College, Externship Focus Groups – Spring 2011

Focus Group Questions and Protocol

OK, we're going to start with a note card activity. So if you could, please take a note card and pass the rest to your neighbor. [Pass out note cards]; and what I'd like you to then share is….

1.) Note card Activity: Where did you perform your Externship at? Then, on a scale of 1 to 5 (1 being poor, 5 being excellent) how would you rate your overall Externship program experience. [Give a few minutes, then go around the circle, ask each participant to share what's on their card. Follow-up as appropriate.]

2.) What did you find <u>most</u> valuable about your Externship program experience? Why? (Probe and follow-up as appropriate)

3.) How did you find out about the Externship program? (Probe and follow-up as appropriate)

4.) What did you find <u>least</u> valuable about your Externship program experience? Why? (Probe and follow-up as appropriate)

5.) Do you feel that the Externship program assisted you in developing personal academic and career goals? How did it help or not help in this regard? (Probe and follow-up as appropriate)

6.) What type of activities or tasks did you participate in during your Externship program? (Follow up: What did you learn from these activities and tasks?; do you feel that they were valuable?; etc)

7.) Were you able to identify any *new* skills that you might find to be useful in a work environment? (Probe and follow-up as appropriate)

8.) What can we do to strengthen the Externship program? In other words, what can we do to improve the Externship program? (Probe and follow-up as appropriate)

9.) What other comments do you have about the Externship program? (Probe and follow-up as appropriate)

10.) Do you have anything else? [If yes, probe further. If no, state…] Thank you for your participation! Be sure to get your Barnes and Noble gift card as you leave. [Turn off tape recorder]

APPENDIX, E

Major and Career Discovery Reflection

In the table below, jot down which careers interest you most and record the O*net number for future reference. You can find the O*Net website at http://online.onetcenter.org

Career Name	O*Net Number
1.	
2.	
3.	

What knowledge, skills, and abilities do you need for your career choices? You can find this out from O*Net too! Click on each career to find out this information.

Record the **K**nowledge, **S**kills, **A**bilities (KSA) and Tasks, Work Activities, Interests, and Work Styles for your desired career on the KSA Description Form (attached in this packet).

Have you discovered any interesting career options?

How do these options match your personality and interests? Write down what you find interesting about the career choices you listed above.

Were there careers listed that you do not interest you? Which were they? Why don't those interest you?

When doing your externship, think about how you can acquire some of these skills or learn some of these KSA's for your future career.