“My biggest take away from this class is that my career choice in Applied Behavioral Sciences is a very good fit. Ashford has made my dream of working with children with behavioral health issues a very possible reality.”

“My biggest take away from this course that I am on the right path to bettering my future. After taking the career assessment I found out that I have chosen the right career. ...Now I know and I am doing what I need to, to succeed.”

“I really learned a lot about myself and my top strengths. This has helped me decide on a career and what I need to do to get there ...”
Integrating Career Assignments into the Curriculum
Tamara Small
Manager, Career Services
Ashford University
Tsmall@ashford.edu
Session Outcomes

• Evaluate importance of career integration in online curriculum
• Apply career development process to curriculum across disciplines
• Analyze effectiveness of implementing efforts in increasing career related assignments
Who is Ashford University?
50,000*
THE MULTIPLE ROLES

- Community Member
- Spouse
- Caregiver
- Employee
- Partner
- Veteran
- Active Duty
- Parent
Common services offered in your office?
Career Services strives to empower students and alumni to *discover, develop, and apply* their unique talents in order to achieve their greatest career potential.
How Do We Reach Our Students?
- Telephone
- Email
- Contact Us button
- Webinars
- Adobe Connect/ Screen Share
- Resume Power Hour
- Curriculum Integration
<table>
<thead>
<tr>
<th>Statistics</th>
<th>Employers Perspective</th>
<th>University of Maryland Pilot</th>
</tr>
</thead>
</table>
| • 80% of grads are unemployed on graduation date | • Understanding of “who they are” in the world of work  
• Research and articulate how they can impact work and mission  
• Market themselves  
• Discernment of value to economy | • 2 pilot semesters of PSY 100  
• Incorporated 3 assignments  
• Surveyed students:  
  • Greater awareness of employers  
  • Stronger intentions to pursue internships |
Gainful Employment

- Is the amount of student loan debt being taken out worth the income they will make after completing the degree?
- Are our academic programs training students for gainful employment?
DISCOVER

SELF-ASSESSMENT
Gather information about relevant skills, interests, values, and personality preferences.

CAREER MANAGEMENT
Revisit your career goals regularly and assess your progress as you continually pursue opportunities to develop your career.

CAREER EXPLORATION
Research potential careers or industries of interest to expand your knowledge.

APPLICATION

GOAL SETTING AND CAREER PLANNING
Create specific short and long term objectives and identify careers that match.

MARKETING YOURSELF
Update your resume, cover letter, and online presence to showcase your top skills and qualifications.

INTERVIEW PREPARATION
Learn how to effectively communicate your skills and experience to employers.

CAREER SEARCH + NETWORKING
Develop and utilize your professional networks to get connected with preferred career opportunities.
Five Career Services Discussion Topics

• Career Plan - Discover
• Career Goal – Develop
• Resume - Develop
• Cover letter - Apply
• Elevator Speech - Apply
FACULTY PROFESSIONAL DEVELOPMENT

Informational Webinar
7/14/15

Collaborative Workshops
7/21/15

Collaborative Workshops
8/4/15

Collaborative Workshops
8/18/15
Faculty Success stories
Career Services Integration

In-depth Integration  Add on to Course
Chapter 5

Building Your Future: Developing Your Career Path as an Intentional Learner
Integrating Career Services Early In The Student Experience: Validation Is Power!

Division of General Education Assistant Professor

Dr. Wendy Conaway
I applaud your realization that there might be other careers that you aren't aware of. That is exactly why we suggest that our students network and do research so that they can become fully informed about their options. Our Career Services does a great job of helping our students become prepared I totally agree, but the legwork is up to the student!"

The tasks you have chosen from the checklist we provided make good sense. I particularly like that you have identified the ones that can apply at your current job to help you prepare for your long term career. When we say long term career goal, we are talking about a career that will satisfy you for the rest of your working life. Whereas obtaining further education can help you get to that point, it really isn't a long term goal in itself; at least, we hope you don't plan to work on your Master's for the next 30 years!

With that said, what kind of long term career are you seeking in the field of accounting? Do you want to open your own accounting firm? Work for an already established business? How will networking help you get there?"
## Faculty Menu

**DISCOVER**

Exploring Options and Increasing Awareness (Beginning of Program)

Courses should incorporate career-related components related to one or more of the following topics:

- Take Assessments to Learn More about Your Skills, Values, Interests and Strengths
- Explore Various Occupations through O*NET
- Begin Creating a Career Plan
- Research Ways to Gain Relevant Experience (volunteering/internship)
- Conduct an Informational Interview or Job Shadow
- Explore Professional Associations Related to Your Major
- Roadmap to Success / Learn about the Career Development Process
- Explore Available Career-Related Webinars

**DEVELOP**

Actively preparing for opportunities (Middle of Program)

Courses should incorporate career-related components related to one or more of the following topics:

- Develop a Specific Career Goal
- Revisit Your Career Plan (Re-evaluate)
- Create a Cover Letter
- Develop an Elevator Pitch
- Gain Relevant Experience by Volunteering or Doing an Internship
- Research and Prepare for Grad School
- Create Your LinkedIn Profile
- Practice Your Interview Techniques with Optimal Interview
- Schedule a Mock Interview with a Career Services Specialist
- Create a My Career Network Profile
- Clean Up Your Online Presence
- Join a Professional Organization Related to Your Major
- Attend Professional Networking Events and Meetings
- Build a Winning Resume
- Update Your Roadmap to Success
- Search for Jobs (Job Boards)
- Attend Career Services Events and/or Webinars

**APPLY**

Actively pursuing opportunities (End of Program)

Courses should incorporate career-related components related to one or more of the following topics:

- Manage Your Career
- Strategize Your Career Growth
- Creating a 5-Year Plan
- Finalize Your Career Plan
- Fine Tune Your Cover Letter
- Apply for Graduate School
- Keep a Log of the Companies and Positions You've Applied For
- Maximize Your LinkedIn Account
- Create a Customized Mock Interview (Optimal)
- Attend Professional Networking Events and Meetings
- Deliver an Elevator Pitch
- Clean Up Your Online Presence
- Engage in a Professional Association
- Establish Professional References
- Tailor Your Resume
- Update Your Roadmap To Success
- Basic Salary Negotiation Strategies
- Prepare Drafts for After Interview Thank You Letters
- Attend Career Services Events and/or Webinars
Five Career Services Discussion Topics

- Career Plan - Discover
- Career Goal – Develop
- Resume - Develop
- Cover letter - Apply
- Elevator Speech - Apply
Curriculum Integration Steps

**Step 1:** Introduce Career Service Integration initiative and proposal to college faculty

**Step 2:** Send the five career services discussion templates to faculty along with planning table (next slide)

**Step 3:** Review the program integration planning table at the college level

**Step 4:** Prioritize integration based on the following factors
   1. New program curriculum
   2. Upcoming program reviews or curriculum updates
   3. Existing programs

**Step 5:** Finalize integration plan and dates in coordination with College Program Manager and development schedule

**Step 6:** Implement course integration plans by program

**Step 7:** Send finalized integration table to CSIT for report to Provost

**Step 8:** Continuous review of programs and course integration
<table>
<thead>
<tr>
<th>Career Services Assignments</th>
<th>Does the Career Services Discussion Template need to be revised for your program? (Yes/No)</th>
<th>Course</th>
<th>Week</th>
<th>Will this be included as part of an Assignment or Discussion? If assignment, is the course in Waypoint?</th>
<th>Course Status (new course, course revisions on development schedule inc. kickoff date, or will need to be updated outside of new build or revision)</th>
<th>Implementation Date The Implementation schedule should be developed with College Program Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discover: Formulating a Career Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develop: Goal Sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop: Resume</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Apply: Cover Letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Apply: Elevator Speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Integration Planning Table

## Career Services Program Integration Plan

**Program Chair:** Yvonne Lozano  
**Program Name:** BA Gerontology

<table>
<thead>
<tr>
<th>Career Services Assignment</th>
<th>Does the assignment need to be modified for your program? (Yes/No)</th>
<th>Course</th>
<th>Week</th>
<th>Will this be included as part of an Assignment or Discussion?</th>
<th>Course Status (new course, course revisions on development schedule inc. kickoff date, or will need to be updated outside of new build or revision)</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discover: Formulating a Career Plan</td>
<td>N</td>
<td>GRO 338</td>
<td>1</td>
<td>DISCUSSION</td>
<td>On development schedule</td>
<td>Course live date 11.25.2014 ---Plan updates to coincide with DB points project; updated course guides received 8.23.14</td>
</tr>
<tr>
<td>2. Develop: Goal Sheet</td>
<td>N</td>
<td>GRO 320</td>
<td>1</td>
<td>DISCUSSION</td>
<td>will need to be updated outside of new build or revision</td>
<td>Course live date 10.28.2014</td>
</tr>
<tr>
<td>3. Develop: Resume</td>
<td>N</td>
<td>GRO 497</td>
<td>1</td>
<td>DISCUSSION</td>
<td>will need to be updated outside of new build or revision</td>
<td>Course live date 12.23.2014 ---</td>
</tr>
<tr>
<td>4. Apply: Cover Letter</td>
<td>N</td>
<td>HCA 442</td>
<td>1</td>
<td>DISCUSSION</td>
<td>will need to be updated outside of new build or revision</td>
<td>TBD - 2015</td>
</tr>
<tr>
<td>5. Apply: Elevator Speech</td>
<td>N</td>
<td>GRO 325</td>
<td>1</td>
<td>DISCUSSION</td>
<td>will need to be updated outside of new build or revision</td>
<td>Course live date 11.11.2014</td>
</tr>
</tbody>
</table>
Career Integration Progress

*Percentage of curriculum integration goal

- Forbes School of Business: 53%
- College of Education: 80%
- College of Liberal Arts: 55.17%
- College of Health, Human Services, and Sciences: 27%
Measuring Impact

- Student Learning Outcomes
- Student Retention
- Alumni Surveys
- Career Readiness
ASHFORD'S INSTITUTIONAL LEARNING OUTCOMES (ILO)

UNDERGRADUATE ILO 3
Model proficiency in the major area of study in a manner appropriate to the degree level.

ILO 3 Sub-Outcome:
3a. Explain field specific concepts, theories, and practices.
3b. Evaluate complex problems or challenges related to the field by applying field specific concepts, theories, and practices.

3a. Theories, Concepts, Practices
3b. Apply Field Specific Concepts
## Alumni Surveys

Q16. How well do you feel your Ashford program prepared you for your current occupation?

<table>
<thead>
<tr>
<th>Value</th>
<th>Choice</th>
<th>2013-14</th>
<th></th>
<th>2014-15</th>
<th></th>
<th>2015-16*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Did not at all</td>
<td>1,040</td>
<td>15%</td>
<td>696</td>
<td>17%</td>
<td>232</td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td>Slightly</td>
<td>622</td>
<td>9%</td>
<td>403</td>
<td>10%</td>
<td>125</td>
<td>8%</td>
</tr>
<tr>
<td>3</td>
<td>Moderately</td>
<td>910</td>
<td>13%</td>
<td>635</td>
<td>15%</td>
<td>195</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>Adequately</td>
<td>1,831</td>
<td>27%</td>
<td>1,183</td>
<td>28%</td>
<td>483</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>Very Well</td>
<td>2,426</td>
<td>36%</td>
<td>1,294</td>
<td>31%</td>
<td>581</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6,829</td>
<td>100%</td>
<td>4,211</td>
<td>100%</td>
<td>1,616</td>
<td>100%</td>
</tr>
</tbody>
</table>

*2015-16 data for surveys submitted through 1/21/2016.

Prepared by the Office of Institutional Effectiveness
Alumni Surveys

Q34. Earning my degree from Ashford University resulted in making me more employable

<table>
<thead>
<tr>
<th>Value</th>
<th>Choice</th>
<th>2013-14</th>
<th></th>
<th>2014-15</th>
<th></th>
<th>2015-16*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>147</td>
<td>2%</td>
<td>118</td>
<td>2%</td>
<td>67</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>217</td>
<td>3%</td>
<td>174</td>
<td>3%</td>
<td>56</td>
<td>3%</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree nor Disagree</td>
<td>948</td>
<td>12%</td>
<td>690</td>
<td>13%</td>
<td>250</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>2,651</td>
<td>32%</td>
<td>1,713</td>
<td>32%</td>
<td>636</td>
<td>31%</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>4,216</td>
<td>52%</td>
<td>2,634</td>
<td>49%</td>
<td>1,026</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8,179</td>
<td>100%</td>
<td>5,329</td>
<td>100%</td>
<td>2,035</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by the Office of Institutional Effectiveness

*2015-16 data for surveys submitted through 1/21/2016.
Resources for Faculty
Welcome to the Design Lab!

This site contains valuable resources, tools, and guides to help you design impactful, engaging, and instructionally sound courses. In addition, you will find articles on pedagogy, technology, and best practices for helping students succeed. Use the search box below to locate specific documents and resources. Should this document not be found, please e-mail us at our email address.

Thanks for visiting and please bookmark this page as documents are frequently created and updated. Thank you!

Frequently Used Documents

Need to record videos? Click Here

Online Course Template

Individual Course Analysis

Midterm and Final Exam

Assessment Development

Career Services

CETL Home

Career and Alumni Services

Ashford University

Blog

Start a conversation

Bimba, Tamara
The Five Toughest Questions a Job Interviewer Will Ask

1. Are you able to share more information about your experience?

2. Why are you interested in working for our company and in this position?

3. What are your three greatest strengths?

4. Why do you think you are a good fit for this role?

5. What do you think is the biggest challenge you will face in this role?

SHOW MORE POSTS

Discussion List

Resources to Share with Students

New

Upload

Share

- Career Services FAQ for Students & Alumni
- Career Services Integration Into Curriculum
- Career Services Integration Proposal
- Cover Letter Sample
- Interview Preparation
- Meeting With An Employer
- Resume Checklist and Information Sheet
- Resume Samples
- Resources to Success

Design Lab & CETL
Things to Keep in Mind

• Collaboration between faculty and career services staff is a must
• Career readiness preparation should start early
• Must obtain faculty buy-in and administrative support
References


