REPORT OF THE
EXPERIENTIAL LEARNING
SOLUTION GROUP
FOR
REGIS UNIVERSITY
STRATEGIC PLANNING

November 15, 2013
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Experiential Learning Solution Group Report

This Report is respectfully submitted by the Experiential Learning Solution Group in support of Regis University’s current strategic planning initiative.

1. **CHARGE TO THE SOLUTION GROUP**

Recommend expanded experiential learning opportunities across all three colleges that will assist students to connect their education to careers and commitments that they engage in throughout their lives, including internships, career education in the curriculum, service learning experiences, clinical placements, alumni engagement with students, career mentoring opportunities, co-curricular portfolios and other possibilities. Design strategies and opportunities to enable students to articulate clearly how their Regis learning experiences have prepared them for future career opportunities in ways consistent with the mission of the University.

2. **PRIMARY FINDINGS/FOCUS AREAS OF THE GROUP**

**Definition and Foundation of our Understanding of Experiential Learning (EL)**

At Regis University, we encourage the continual search for truth, values, and a just existence. Because basic principles of Ignatian pedagogy have to do with the dynamic relation between experience, reflection, and action, it makes sense that as a Jesuit institution, experiential learning would be at the heart of what we do at Regis. We define experiential learning for Regis University students as the engagement in, focused reflection on, and meaning making from directed experiences in order to apply and build new knowledge, skills, and clarify and deepen values. These experiences occur both inside and outside of our class settings and can include, but are not limited to, student experiences in: Service Learning, Capstone and Design Projects, Practica/Clinical Placements, Simulations, Internships, Volunteering, Undergraduate/Graduate Research, Study Abroad and Cultural Immersions, Mentoring, Co-Curricular Activities, Team-Based Learning, Group Work, Cooperative Learning, Community-Based Learning, Mission-Based Engagements, and Personal and Vocational Development.

The philosophy of experiential learning is laid out below.

**Philosophical Framework**

The following philosophical framework was developed to support building new and enhancing existing opportunities for experiential learning, and to ensure that experiential learning becomes part of the fabric of the University:

a. Regis University students will be required to *have numerous, meaningful* experiential opportunities.

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1 In this report we have used the terms “experiential learning” and “experiential education.” They are used interchangeably. We used the former because it was specifically mentioned in the charge to our solution group. However, the latter term is extensively used in the context of higher education, as evidenced by professional organizations, such as the National Society for Experiential Education, which is dedicated to promoting this subject.
b. Regis University students will be required to reflect upon their experiential opportunities.
c. Regis University students will have guided opportunities to discern the meaning(s) of their experiences.
d. Regis University students will be provided with opportunities to practice and hone their ability to articulate how these experiences translate into their future vocations.
e. Regis University students will have a resource where their reflections and the meaning making of their experiences can be placed and shared to support their personal and career development.
f. Regis University will institutionally develop and maintain a symbiotic relationship with the community.²

Our solution group identified four areas of need and related initiatives. They are: a standing institutional EL committee; a new community partnership program; a career education program; and a career mentoring program. It should be noted that broad support for these initiatives was expressed from each of the University’s three colleges represented in our solution group.

3. CONDITIONS NEEDED FOR SUCCESSFUL COMPLETION OF THESE INITIATIVES

Our solution group found that there was unanimous cross-college support for the conditions identified in this section of the Report. We consider them essential to the success of the four proposed initiatives and preconditions for the resources needed for implementation. Accordingly, descriptions of the resources needed to implement the initiatives have been removed from this section, but are included in each of the initiative descriptions below.

We need to ask not only for an agreement with this philosophy if experiential learning is to be successful. The philosophical framework also has to be used to promote an institutional conversation about both the outcomes of student learning as well as the process used to reach that point. If this balance is achieved – looking at both the outcomes of student learning and the process by which it is nurtured, deep thoughtfulness can be sought in our institutional experiential learning. If this framework were to become a part of the Regis University experience, then it must be used for assessment, evaluation, planning, observation, review, etc.

From our statement of mission in developing “Men and Women in the Service of Others,” we must set forth to define what this means as an institution and hold ourselves and our students to these standards. If we truly desire our students to “take leadership roles and to make a positive impact in a changing society,” “apply knowledge to human needs and seek to preserve the best of the human heritage,” and examine and attempt to answer the question: “How ought we to live,” we need to qualify expectations of students. Social justice will never be attainable if our university and its students consider engagement in our communities as directional – from those who have to those who do not, or from those who know to those who don’t. We need to not only encourage, but expect our students to

² Students’ reflection, as well as their preparation must be grounded in the ability to engage in a respectful way – be it in internships, service learning, or with one another in co-curricular activities. The students’ experience will need to include how to honor the people they work with, while seeking their own transformation.
practice the art of soulful communication - inquiry without judgment and developing an understanding of human nature. As many constituencies around campus engage in conversations about community engagement, we believe that defining “respectful engagement” is the necessary first step.

What does reflection mean? This question also needs to be answered by our institution – and perhaps generally, so that it can be adapted to different needs. But it does need to be stated that reflection is not merely thinking. It is a kind of thinking where a student makes what they are learning personal, where they relate their thinking to the Jesuit mission, where they connect experiences to other experiences, and where they question themselves. An example of a rubric for student reflections is included in Section 2 of the Appendix just to show what others have done. This is just one example. We should create a Regis University Jesuit version for ourselves.

4. RECOMMENDED INITIATIVES IN ORDER OF PRIORITY

This section includes executive summaries of each of the four initiatives proposed by our solution group in order of priority, beginning with the first priority initiative. While we have established an order of priority, our group believes these four initiatives are very much interdependent to achieving the charge given to our group to enhance and build experiential learning opportunities for our students. Resources and timelines for each of the initiatives are included in the executive summaries. Full descriptions of each initiative are included in the Appendix.

I. STANDING INSTITUTIONAL COMMITTEE FOR EXPERIENTIAL EDUCATION (EE)

This initiative proposes a standing institutional committee for EE to develop programs that are consistent across the three colleges, measurable, feasible, mission-oriented, and recognized widely.

a. Committee responsibilities:

1. Campus-wide definition for EE
2. Scaffolding to prepare students before an EE experience, guided reflection during the experience, and deep reflection after the experience
3. Develop a model of reflection aligned with the Ignatian experience-reflection-action paradigm to assist students in meaning making and transforming beliefs
4. Campus-wide SLOs (student learning outcomes) with rubrics for assessment
5. Approval of courses with EE designation (based on developed criteria)
6. Consider EE requirement for graduation
7. Coordinate faculty development in EE pedagogy
8. Coordinating development of a database to house, post, and document EE experiences
9. Meet and communicate regularly about community partnerships and best practices; coordinate partnerships with community partners
b. Resources

1. Members: EE and Service Learning directors, Internships, Study Abroad, Career Services, community partner representatives, faculty and student representatives
2. Meeting space
3. Technology
4. Release time
5. Budget for meetings and Faculty Development Institute
6. Support from University Relations/Academic Grants to find grants and alternate funding

c. Value

The goal of the standing institutional committee for EE is that all Regis students are transformed intellectually, morally, and personally through their EE experiences, and that they are learning how to contribute to the improvement and transformation of society through these experiences. The EE committee will ensure that students have opportunities to apply knowledge and skills in a real-world setting; make meaning from these experiences through guided reflection; examine mental models and clarify values; and engage in discernment about vocation, career, and lifelong commitments. Furthermore, the committee will ensure that Regis is respectfully engaged in the community through coordinated communication, outreach, and a better awareness of who is partnering with whom.

d. Timeline

Feb. 2014: Form committee and meet for first time; set agenda and meeting schedule
Fall 2014: EE definition, model of reflection, SLOs and rubrics determined and beginning to be integrated
Dec. 2014: Development of scaffolded student experiences underway
May 2015: First Faculty Development Institute takes place; committee develops criteria for EE designated courses; database under development
Fall 2015: EE graduation requirement in place with incoming classes; committee begins to review syllabi to give EE approval

II. NEW COMMUNITY PARTNERSHIP PROGRAM

Due to the competitive nature of finding and maintaining placements in hospitals, clinics, pharmacies, and schools, we recommend re-envisioning our clinical and education practicum models to create a new community partnership program that integrates the three colleges in partnering with the community by creating deeply rooted, ethical, long-term relationships that include offering services and resources requested by the community. We recommend an interdisciplinary taskforce to develop a pilot demonstration project with the SUN and FOCUS schools (the thirteen parish elementary schools with the largest concentration of families living at or below the poverty level).

a. This taskforce will:
1. Include Regis College faculty who have established strong relationships with the SUN and FOCUS schools
2. Hire a coordinator or director and administrative support
3. Help coordinate providing a range of services from all three colleges in collaboration with the host site (e.g., Nursing provides health screenings, Pharmacy provides vaccines, Business provides financial literacy classes and tax prep, etc.)
4. Help coordinate opportunities for employees and families from the host site to be involved at Regis (parents sharing expertise in classes, teachers taking classes, etc.)
5. Help determine an incremental process for the rollout of services (e.g., the SUN and FOCUS schools project) and expansion of the program to other sites
6. Help develop a core set of measures to monitor the quality of the relationship(s)
7. Help develop ways to market and publish results
8. Examine existing models such as the York Road Initiative at Loyola University Maryland as a framework

b. Resources
1. A coordinator or director and administrative support
2. Release time for task force members
3. Support from University Relations
4. A budget

c. Value
This community partnership model will ensure that a variety of EE placements are always available for students, who will, through their commitments at the host site, regularly demonstrate care for the mind, body, and spirit of all persons. Additionally, the model will increase efficiencies and help eliminate redundancies in effort across the University, as well as provide multiple pathways for collaboration and coming together at Regis to promote human dignity and the pursuit of justice. It will encourage Regis students, faculty, and staff to engage respectfully as men and women for and with others by focusing on the assets and opportunities both on campus and in the community. As a result, this initiative will elevate the public perception of Regis and stand as an example for other institutions.

d. Timeline
Feb. 2014: Form committee and meet for first time; set agenda and meeting schedule
Summer 2014 – Spring 2015: Meet with one SUN and FOCUS school site to propose idea and begin collaborative meetings
August 2015: Begin full partnership at one SUN and FOCUS school
III. CAREER EDUCATION PROGRAM

A need has been identified to assist students in connecting their education to careers and commitments. In light of Regis University’s broad diversity of academic programs and student demographics that exist across the University’s three colleges, our Solution Group is proposing distinct offerings for undergraduate and graduate students.

a. Program Description

1. Undergraduate Proposal: a required, noncredit, cocurricular career preparation program at Regis University for undergraduate students across all colleges.

   This program will require students to complete certain assignments and activities during specified intervals over the course of their undergraduate education. Required elements of the program will be developed in ways to offer options that will meet the students’ needs for flexibility. Completion of the required assignments and activities will be recorded in an e-portfolio format or similar resource, which may include other evidence of the student’s growth and development.

   To facilitate and assist in developing and implementing this program, a University-wide represented taskforce will be created. The Career Service office will be responsible for creating and administering the career education activities. Students’ academic advisors will be responsible for keeping their advisees on track to comply with the program’s requirements.

2. Graduate Student Proposal: it is recommended that all graduate students at a minimum be required to attend a webinar, not to exceed one hour, which provides information about all of the career development resources available through Regis University. This webinar will be created by Career Services with input from faculty in the University’s graduate programs.

b. Resources

The resources needed to achieve the objectives of this proposal will include: time spent by members of the task force; some level of additional staffing in Career Services; additional time that faculty advisors will need to spend on keeping their advisees on track to comply with the program’s requirements; IT resources to implement and maintain the resource that will house the data that reflects the students’ incremental compliance with the program’s requirements; and support from the Marketing and Communications Department to promote the program.

c. Value

The objectives of this career education program are:

1. Students will engage in a deliberate, documented process of self-exploration and discernment designed to identify skills, interests, and values, with the purpose of defining career goals and strategies to achieve them.
2. Students will learn to develop and use effective job search skills and techniques, including creating self-marketing tools, and engaging in networking activities with individuals in the occupational communities related to the student’s career goals.

3. Students will acquire and refine certain competencies important for success in navigating a variety of work environments, including organizational, interpersonal, intercultural, and leadership skills.

d. Timeline
Development 2014-2015, with implementation 2015-2016; the graduate student proposal could be accomplished in 2014-2015

IV. CAREER MENTORING PROGRAM

Mentorship programs are not new, but are a growing trend in higher education. Of the 28 Jesuit colleges and universities in the United States, 14 have a mentorship program. Generally speaking, these programs operate as mentoring and networking programs designed for university students, alumni, and friends. Students and graduates are matched with mentors who share similar career fields, geographic locations, or other interests. The program’s primary goals are to establish relationships between the mentee and mentor that facilitate better career decision-making and the development of a Jesuit collegial network that can result in increased professional growth.

a. Program Description
The Regis Alumni Mentor Program (RAMP, working title) should start with campus-wide rollout with alumni surveyed who have expressed interest. Oversight of the program would be through Career Services and the Office of Alumni Engagement, with involvement of other key campus programs when warranted. The Alumni Office would engage, vet, and train alumni volunteers to mentor the student mentees. Career Services would work with students on career interest and skills inventory in preparation to participate in the mentorship program. The inventory would allow for logical, strategic, and appropriate pairing of the student mentee with the mentor.

b. Resources
The resources required to run a mentorship program currently do not exist at Regis in either Career Services or the Office of Alumni Engagement. Successful launch of the program requires additional staff and operational resources in both offices. Resources required include administrative staff and a customer relationship management (CRM) system to manage both the quantity and also the quality of demand and supply in pairing mentees with mentors efficiently and effectively. CRM platforms specifically tailored to managing a mentorship program currently exist.

c. Value
1. Increased competitiveness as prospective students and parents would be attracted to a formal mentorship program with demonstrated outcomes in professional growth and career planning.
2. Early student engagement in their academic careers and exploration of career interests, relevant skills, and personal values in a meaningful mentoring program.
3. Improved alumni engagement by offering a variety of ways for alumni to stay involved and serve the Regis community.
4. Underpin our Jesuit values of intellectual, ethical, and religious foundations through community ownership, inclusion, democratic participation, capacity building, organizational learning, and social justice.

d. Timeline
   Development 2014-2015, with implementation 2015-2016

5. **Describe the Real Jesuit Element in Experiential Learning**

Fr. Kolvenbach spoke to the goal of Jesuit education as graduating leaders-in-service. He states that “We want graduates who desire to eliminate hunger and conflict in the world and who are sensitive to the need for more equitable distribution of the world's goods.” Kolvenbach’s words should be true for our students. But, while student transformation on a personal level in a Jesuit education is necessary, it is not sufficient in order to meet a true ideal of Jesuit education. We must not only transform each student, we must include also a societal transformation. We want our students to be different upon their graduation from our University as a result of their experiences. We want them to participate in critical reflection and discernment. But the difference of a Jesuit education is that we should require a student affect that is based in the needs of our world.

In order to have a truly Jesuit education, learning at Regis must include all components of our mission. Experiential learning at our University seeks the *Magis*—the greater good of our community and world. In order to accomplish this, we commit to seeking the needs of the community and providing purposeful opportunities for our students to confront, examine, and seek answers to the question: “How ought we to live?”

As applied *contemplatives-in-action*, students will not only be transformed intellectually, morally, and personally through their experiential learning experiences at Regis, but will also contribute to the improvement and *transformation of society*. It is in this sense that students more broadly define *cura personalis* and the meaning contained in *men and women for and with others* as having concern and care for the personal development of the whole person. This implies a dedication to and an active spirit of promoting human dignity and pursuing justice, as well as the care for the mind, body and spirit of all persons.

A Jesuit Education also requires *unity of mind and heart*. Students do not only need to know the right thing to do, but understand why it is the right thing to do. Unity of mind and heart is a sense and an affect that we require of our students. It is only in this way that students will be able to *find God in all things*. Experiential learning engages all of these components of our mission.
APPENDIX

This Appendix includes the detailed description of each of the four initiatives proposed by our Solution Group, along with best practices/models/sources upon which these initiatives are based, innovative programs at other institutions, key articles and research pieces.

Section 1 – Detailed Initiatives

I. STANDING INSTITUTIONAL COMMITTEE FOR EXPERIENTIAL EDUCATION (EE)

In the course of considering this initiative, our Solution Group was guided by the following question: *How can Regis University, a Jesuit institution, be an innovator in Experiential Education?* In responding to that question, we decided that Regis must make an institutional commitment to Experiential Education (EE) as a unique pedagogy that involves deep reflection, collaboration, and assessment in order to transform experience outside the classroom (applying knowledge and skills in a real-world setting) into learning.

A. We recommend that Regis University have EE programs that are: consistent (across the three colleges), measurable, feasible, mission-oriented, and recognized widely. In order to achieve this, we recommend the formation of a standing institutional committee for experiential education. The goal of the standing institutional committee for EE is that all Regis students are transformed intellectually, morally, and personally through their EE experiences, and that they are learning how to contribute to the improvement and transformation of society through these experiences. The EE committee will ensure that students have opportunities to apply knowledge and skills in a real-world setting; make meaning from these experiences through guided reflection; examine mental models and clarify values; and engage in discernment about vocation, career, and lifelong commitments. Furthermore, the committee will ensure that Regis is respectfully engaged in the community through coordinated communication, outreach, and a better awareness of who is partnering with whom. Members would include: one or more EE and Service Learning directors from programs across the University, Internships, Study Abroad, Career Services, community partner representatives, and faculty and student representatives. This committee would have the following responsibilities:

1. Create a campus-wide definition for EE
2. Create criteria for courses that would get an EE designation; review syllabi and give approval for the EE designation
3. Coordinate faculty development to support EE pedagogy around linking classroom theory to real-world experience, deep reflection, collaboration, and assessment
4. Create campus-wide Student Learning Outcomes (SLOs) for EE courses and accompanying rubrics for assessment. SLOs would be a mixture of academic and career development goals
based on data from the AAC&U LEAP project and the Regis EMC Key Findings, and also include University Outcomes (see Resources section at end):

- Field knowledge and technical skills
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Problem solving
- Teamwork/Collaboration
- Ability to adapt to changing situations and environments
- Awareness and understanding of diverse cultures, perspectives, and belief systems
- Commitment to ethical and social responsibilities
- Demonstrated leadership in the service of others
- Vocational discernment/career development
- Ability to analyze personal strengths and weaknesses

5. Find a model of reflection (aligned with the Ignatian experience-reflection-action paradigm) for faculty to use with students campus-wide (to help students learn what questions to ask, examine mental models, and learn to self-assess). This reflective practice should challenge and transform beliefs.

6. Consider whether or not Regis should institute an EE requirement to graduate (“all students must complete two EE-designated courses”).

7. Consider adding an EE transcript to accompany the academic transcript.

8. Add language about the Regis EE philosophical framework to the “Traditions” document (i.e. students will have meaningful experiential opportunities; will reflect on these experiences; will have guided opportunities to discern the meaning of the experiences; will practice and understand how to articulate/translate the meaning into vocations and careers, etc.).

9. Communicate with each other about which community organizations, schools, employers, hospitals are hosting our students in order not to saturate particular partners.

10. Develop multi-faceted collaborations/relationships with external partners that are like-minded to increase cost efficiency and efficacy. Develop a means by which individuals, both internal and external to Regis University, can identify existing community partnership opportunities, relevant contact information, and learn what others are doing with partnerships. Create and maintain a database for faculty and students to locate EE opportunities, allow community partners to post EE opportunities, and to document collaborating partnerships.

11. Delineate or differentiate the EE expectations for “clinical rotations” versus other experiences.
B. We recommend that Regis scaffold EE experiences so that students have preparation before an EE experience, guided reflection during the experience, and deep reflection/dialogue after the experience in order to help students clarify why it was meaningful.

1. All students will engage in one or more of the Regis University designated EE courses. These courses will fully integrate the EE experience into the curriculum and instruct students in how to reflect on the experience and connect the experience to academic learning.
2. Regis University will make available a number of approved (by the above stated committee) SL or EE experiences in which students can engage independently (internships, community-based programs, service-learning, study abroad, etc.).
3. Regis University will provide a number of post-EE/SL courses or programs that will help students reflect more deeply on their prior EE/SL experiences and learn how to translate these experiences into future vocational or career pursuits. Example programs could be alumni mentoring, career/vocational development curriculum, senior capstone classes, e-portfolios, etc.

C. The impact of a Regis education both on students and on the larger community will be clear. Students, faculty, and staff will be able to translate a Regis education into language the community and employers immediately understand.

1. Create a temporary advisory board comprised of alumni, community partners, current students, faculty, and Career Services staff to meet several times to flesh this out.
2. Regularly host campus events with community partners, other organizations, other universities, high schools, etc. to showcase what a Regis education is.
3. Consider e-portfolios as a resource where student reflections and meaning making of their experiences can be placed and shared.
4. Allow the “impact conversation” to happen at the ground level rather than letting Marketing and Communications take over.

References

• EMC Research, Inc. “Key Findings from Recent Polling.” Executive Summary memo (from Sara LaBatt and Emily Kirby at EMC to Steve Jacobs and Janet Houser at Regis), September 2013.
II. NEW COMMUNITY PARTNERSHIP PROGRAM

A. We recommend re-envisioning clinical and education practicum models at Regis to create new partnerships and maintain existing ones. Due to the competitive nature of finding and maintaining placements in hospitals, clinics, pharmacies, primary and secondary schools, etc., we recommend an interdisciplinary approach where Regis would provide comprehensive, in-kind services in place of, or as a supplement to, monetary and other financial assistance to external partners.

For example, at the SUN and FOCUS schools (the thirteen parish elementary schools with the largest concentration of families living at or below the poverty level), education students in Regis College could have practicum placements, and Regis would offer numerous complementary services to the school community. Furthermore, the external partner could in turn become engaged at Regis in various ways. The partnership would evolve based on the collaborative assessment of assets and opportunities.

The purpose of this community partnership program is to “live our Jesuit mission” by:

- Maintaining the highest ethical relationships within the Regis community, as well as with partners, suppliers and other business entities, the Catholic Church, other religious traditions, and educational institutions.
- Fulfilling our obligation to society by supporting women and men in the Jesuit tradition to be leaders in their families, communities, and vocations.
- Achieving a unique student experience by providing value-centered education with rigorous academic programs, and a focus on life-long learning and service to others that prepares students to contribute to the transformation of society.
- Reviewing and strengthening the continuing health and financial viability of the University with strategies and resources that are responsive to the Mission.
- Acknowledging and affirming exceptional contributions, seeking fair and equitable rewards, and providing opportunities for self-expression and growth in the Regis community. (Traditions, page 3)

Value - This community partnership program will ensure that a variety of EE placements are always available for students, who will, through their commitments at the host site, regularly demonstrate care for the mind, body, and spirit of all persons. Additionally, the program will increase efficiencies and help eliminate redundancies in effort across the University, as well as provide multiple pathways for collaboration and coming together at Regis to promote human dignity and the pursuit of justice. It will encourage Regis students, faculty, and staff to engage respectfully as men and women for and with others by focusing on the assets and opportunities both on-campus and in the community. As a result, the program will elevate the public perception of Regis and stand as an example for other institutions.
B. Services provided could include, but are not limited to:

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<th>RHCHP Pharm</th>
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<th>RHCHP Nursing</th>
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<td>Vaccines/medicine review for families</td>
<td>Development/fundraising assistance for host</td>
<td>Health screenings for families</td>
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<tr>
<th>RC Business Division</th>
<th>RHCHP Counseling</th>
<th>RU Career Services</th>
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<td>Financial literacy workshops; free tax prep</td>
<td>Monthly mental health services for families</td>
<td>Resume/job search workshops for families</td>
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<th>RC Father Woody students</th>
<th>RC Science and Math depts.</th>
<th>RHCHP PT</th>
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<tbody>
<tr>
<td>Stock food pantry/ tutor</td>
<td>Classroom demos/mentor students</td>
<td>Monthly PT clinics</td>
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C. The external partner could be involved at Regis in many ways. For example,
- Language and cultural classes provided by parents
- Teachers could enroll in Regis courses for professional development

D. We recommend creating an interdisciplinary taskforce to help develop a pilot/demonstration project such as that described above and to use the experience to build a new community partnership program and enhance existing partnerships. The taskforce should include Regis faculty who have already developed strong relationships with the SUN and FOCUS schools (e.g., Liz Grassi’s partnership with Annunciation School).

i. Hire a Regis University coordinator/director and appropriate administrative support to lead the development of the pilot program and to work closely with the taskforce; work closely with the host school to coordinate all efforts; and expand the program to other partners as it becomes feasible. Engaged Scholar Activists, community-based work-studies, and interns could also support the project. We recommend that this position fall under Mission.

ii. Help determine an incremental process for the rollout of services at the initial site and expansion of program to other sites.

iii. Help coordinate opportunities for employees and families from the host site to be involved at Regis.

iv. Help develop a core set of measures to monitor the quality of the relationship(s).

v. Help develop ways to market and publish results.

vi. Examine existing models such as the York Road Initiative at Loyola University Maryland as a framework.

vii. Continue to serve as an advisory body to the Coordinator/Director.
III. CAREER EDUCATION PROGRAM

Primary Findings/Description of Program

The charge to our Solution Group to expand experiential learning to assist students in connecting their education to careers and commitments they engage in throughout their lives included a reference to “career education in the curriculum.” The practice of including career education in the curriculum is not something new to higher education. For example, our group’s research revealed programs in several Jesuit colleges and universities in the U.S. for undergraduate students with Business majors. They include programs at Xavier University, Marquette University, Creighton University, Loyola University Chicago, Loyola University New Orleans, and Le Moyne College. Each of these programs is a required career education program, meaning that students are obligated to complete elements of the program prior to graduation.

The program at Xavier University is called the Business Profession program. It is a noncredit, cocurricular program that has been in place since the spring of 2000. It was developed on the premise that undergraduate students need a process that will help them obtain a better understanding of the relationship of their college education to achieving their career and personal goals. Research was done that supported this premise, indicating that most students leave college relatively unprepared to transition to the world of work. A 19-page paper about this program was published in the Business Communication Quarterly in 2005. It gives a comprehensive overview of the research supporting programs of this kind and a detailed description of the program. This paper became an important resource for the recommendation that is offered by our group and its citation is included below in the Resources to this proposal.

Our group discussed the propriety of a required, noncredit, cocurricular career education program at Regis University. We are proposing such a program for Regis of the kind implemented at Xavier University, but decided that such a program is more appropriate for an undergraduate student population than graduate students. The latter are generally more focused in terms of career goals and more experienced in relating those goals and their academic and non-academic accomplishments to self-marketing efforts to make successful transitions to the world of work. Accordingly, the career education program we are proposing should be focused on the undergraduate student population.

References

• Traditions: The Jesuit Catholic University of the Rocky Mountain West. Our Intellectual, Ethical and Religious Foundations, October 2011
• York Road Initiative, Loyola University Maryland. Retrieved from: http://www.loyola.edu/yri
One of the challenges facing the creation and use of a career education program at Regis is the broad diversity of academic programs and student demographics that exist across the University’s three colleges. A one-size-fits-all program probably wouldn’t make sense at Regis. In light of this view, it appears that any career education program needs to balance structure and flexibility so that the needs of the different student populations can be met to allow them to acquire, develop, and use the knowledge and skills they will need to successfully take their Regis education into the world of work.

Creating a flexible framework for career education is essential for this purpose. The following framework offers a three-part approach and minimum requirements for achieving the stated objectives:

a. Students will engage in a deliberate, documented process of self-exploration and discernment designed to identify skills, interests, and values, with the purpose of defining career goals and strategies to achieve them.

   (i). At a minimum, students will complete assessments that will allow them to acknowledge and understand their self-reported skills, interests, and values. They will also be given opportunities to reflect on this information and discern its place and meaning in the student’s personal and career goals.

b. Students will learn to develop and use effective job search skills and techniques, including creating self-marketing tools such as resumes and cover letters, acquiring and practicing interviewing skills, and engaging in networking activities with individuals in the occupational communities related to the student’s career goals.

   (ii). At a minimum, students will receive instruction on writing resumes and cover letters, create and have them critiqued, participate in a mock interview, and engage in a designated number of on- and/or off-campus activities or events that offer networking opportunities. This could include the mentorship program that is also being proposed as an initiative by this group.

c. Students will acquire and refine certain competencies that will be important for success in navigating a variety of work environments, including organizational, interpersonal, intercultural, and leadership skills.

   (iii). At a minimum, students will participate in a designated number of experiential learning activities selected from a list of options, which will include such things as service learning experiences, study abroad, internships, and clinical rotations.
d. Over the course of their Regis education, students will use an e-portfolio or similar resource for recording information, work product, and reflections related to this career education program.

The foregoing framework will be implemented in a manner similar to the Business Profession program at Xavier University. The Regis program will require students to complete certain assignments and activities during specified intervals over the course of their undergraduate education. Required elements of the program will be developed in ways to offer options that will meet the students’ needs for flexibility (e.g., live workshops and online webinars, a variety of networking events, etc.). Completion of the required assignments and activities will be recorded in a form similar to the “passport” used in the Xavier program. This record can be made a part of the e-portfolio or similar resource that is recommended by this Solution Group for overall use in students’ involvement in experiential learning. Students’ academic advisors will be responsible for keeping their advisees on track to comply with the program’s requirements.

To facilitate and assist in developing and implementing this program, a taskforce will be created. It will consist of representatives from each of the three colleges and from campus-wide departments that are directly involved in providing career education and experiential learning opportunities. Design and implementation of the program will be segmented so that when it is launched, all students will have an opportunity to participate, regardless of where they are in their academic program. While this proposal offers some basic description of the design and implementation for this program, it by no means is intended to provide a detailed program blueprint. Further work by the above-mentioned taskforce will be necessary to accomplish that task.

Even though this proposal is focused on undergraduate students, some concern was raised about meeting the career development needs of graduate students. To that end, it is recommended that all graduate students at a minimum be required to attend a webinar, not to exceed one hour, which provides information about all of the career development resources available through Regis University.

**Resources/Conditions Needed for Successful Completion of the Proposal, Including Those Appropriate for Campaign Goals**

The resources needed to achieve the objectives of this proposal will include: time spent by members of the task force to facilitate developing and initiating the program; some level of additional staffing in Career Services to administer the program; additional time that faculty advisors will need to spend on keeping their advisees on track to comply with the program’s requirements; IT resources that will be necessary to implement and maintain the resource that will house the data that reflects the students’ incremental compliance with the program’s
requirements; and support from the Marketing and Communications Department to promote the program.

**Discussion of the Value This Proposal Will Provide for the University and Its Students**
This program has the potential to add significant value to the students and the University. There has been growing discussion nationally about the relative costs and benefits of a college education, especially in terms of employment outcomes. The College Scorecard announced by President Obama at his State of the Union address earlier this year is a prime example of the attention this subject is getting. The Scorecard, which prospective students can use to compare schools, includes a component (which isn’t operational yet) on identifying student outcomes after receiving a bachelor’s degree in terms of employment and earnings.

Equipping our students with career development knowledge and skills to help them make more informed choices and to compete more effectively in the highly competitive labor market we now have can materially improve their prospects for achieving their personal and career goals. That is a potential value added not only to students attending Regis, but also to the University in terms of its marketing to attract and retain students. And to the extent that alumni feel that their Regis education has prepared them well to transition from college to career, that feeling of satisfaction may ultimately be acknowledged by contributions to the University in a variety of ways, including commitments of time, expertise, and gifts.

**Recommended Timeline**
Development of the program in 2014-2015, with implementation in 2015-2016; the graduate student proposal could be accomplished in 2014-2015.

**How This Recommendation Advances our Jesuit Core Values and Identity**
A key concept in career development is empowering individuals to live out their destiny, with the full use of their God-given gifts. Assisting students in acknowledging their skills, interests, and values, and encouraging them to discern how they hope to engage the world in the course of their careers directly addresses the quintessential Ignatian question, “How ought we to live?” The career education program that is recommended aligns with this core Jesuit value by giving students the tools and opportunities to explore and answer this question for themselves. It also does much more than that. It promotes learning that can help them identify their career goals, and also improve their chances of achieving those goals. Being empowered to achieve those goals is a matter of social justice, another core Jesuit value. And since this program requires students to participate in experiential learning activities designed to promote the kinds of organizational, interpersonal, intercultural, and leadership skills needed to succeed in the world of work, it aligns well with the University’s fundamental mission – to educate leaders in the service of others.
References

• Creighton University – Career Portfolio Program. Retrieved from: http://business.creighton.edu/centers-programs/career-portfolio-program
• Loyola University New Orleans – Portfolio Program. Retrieved from: http://www.business.loyno.edu/portfolio
• Marquette University - LEAD Program. Retrieved from: http://business.marquette.edu/career-center/lead-program

IV. CAREER MENTORING PROPOSAL

Primary Findings/Description of Program

Mentorship programs are not new, and there are examples of these programs in Jesuit higher education. Specifically, of the 28 Jesuit colleges and universities in the United States, 14 have a mentorship program. It is a growing trend in higher education, certainly among Jesuit institutions as evidenced by the fact a conference track is devoted to the topic at next summer’s annual gathering of Jesuit educational institutions, the Jesuit Advancement Administrators (JAA) Conference.

Examples of mentorship and internship programs include the Gonzaga Alumni Mentor Program (GAMP), Loyola University, Maryland’s Sellinger School of Business Sellinger Mentoring Program, Fordham University’s Fordham Mentoring Program, and Seattle University’s Redhawk Network Mentorship Program. Locally, the Leeds School of Business, University of Colorado Boulder implemented a program several years ago that has been very successful and recently received a $500,000 gift from an alumnus passionate about mentoring.

Generally speaking, these programs operate as mentoring and networking programs designed for university students, alumni and friends. Students and graduates are matched with mentors who share similar career fields, geographic locations, or other interests. The programs’ primary goals are to establish relationships between the mentee and mentor that facilitate better career decision-making and the development of a network that can result in increased career opportunities.

At Fordham, the Mentoring Team pairs students one-on-one with alumni who provide professional expertise and career advice. At the beginning of the fall semester, student and alumni participants are thoughtfully matched based off commonalities in their personal and professional profiles. Throughout the yearlong program, mentors and mentees communicate and meet regularly based off the agreed-upon terms that best suit them. In addition to these individual interactions, pairs are
required to attend four milestone events (meet and greets, skills development workshop, etc.) over the course of the year and check in regularly to assess their progress through regular surveys.

“The Fordham Mentoring Program offers alumni the opportunity to share their experience and put current students on the path to success.”

Loyola Maryland requires at least one mentor/mentee personal visit each semester, and they set expectations for what both parties are expecting from the mentoring relationship/program. They plan for a minimum of three contacts (in-person, phone, email, Skype, etc.) per semester. Added benefits include mentoring matches based on shared industry interests and feedback, a kick-off networking cocktail reception, one-on-one and small group coaching, and career center, administrative, and team building support.

“The Sellinger Mentoring Program is your chance to advise and impact the next generation of business leaders by contributing to their personal and professional development.”

Gonzaga has similar requirements, but it has an added feature in the GAMP TREK Program. This program plays a valuable role in student and alumni career development. The treks are primarily career development and networking programs designed to increase the visibility of Gonzaga students and alumni in key metropolitan areas. The program’s goal is to create opportunities for students to network with alumni and employers in their home region or the region where they hope to work after graduation. The treks become an excellent vehicle to bring employers together with Gonzaga students and alumni. Each year a number of successful pairings are made resulting in permanent positions, summer employment and internships.

**Resources/Conditions Needed for Successful Completion of the Proposal, Including Those Appropriate for Campaign Goals**

The Regis Alumni Mentor Program (RAMP, working title) should start with campus wide rollout with alumni surveyed who have expressed interest. As with the programs referenced previously, oversight of the program would be through the Career Services and the Office of Alumni Engagement, with strategic and collaborative involvement of other key campus programs.

The Alumni Office would engage alumni volunteers to mentor the student mentees using traditional print, digital and social media to recruit qualified alumni volunteers. Alumni volunteers would be first vetted and then educated about the program tenets and expectations, and trained around any tools and basic requirements of a mentor. From the standpoint of alumni engagement, such a program would be a win-win for Regis alumni engagement efforts. In addition, the program will ensure we are able to quantify outcomes making Regis more attractive to prospective students.

Career Services would work with incoming freshman on career interests and skills inventory in preparation to participate in the mentorship program. This could be a part of an e-portfolio exercise, should Regis decide to implement an e-portfolio requirement as part of its strategic planning for exploration of more formal experiential learning options. The inventory would allow for logical, strategic, and appropriate pairing of the student mentee with the mentor.
The resources required to run a mentorship program currently do not exist at Regis in either Career Services or the Office of Alumni Engagement. Successful launch of the program requires additional staff and operational resources. Resources required include one additional alumni engagement administrative staff and a customer relationship management (CRM) system to manage both the quantity and also the quality of demand and supply in pairing mentees with mentors efficiently and effectively. Technology platforms specifically tailored to managing a mentorship program currently exist. For example, the Leeds School is using Chronus Mentor Software to manage its programs. Additional technology programs such as Mutual Force and Insala are also options.

As previously mentioned, successful launch of the program would require a robust and aggressive alumni/student outreach effort. The recruitment campaign would include word-of-mouth (events, in-classroom), print communications (magazine content, brochure, and campus posters), digital communications (e-newsletters, e-blasts, social media), and fully functional web content/site/pages tailored to inform, educate and engage prospective alumni mentors.

As previously mentioned, the Leeds School program attracted the attention and subsequent philanthropic support of a Leeds alumnus. This program could be the opportunity to invite the philanthropic support of Regis alumni and friends, perhaps as part of the upcoming fundraising campaign.

**Discussion of the Value this Proposal Will Provide for the University and Its Students**

In conclusion, with our new President, new strategies, energy and direction, the time could be just right for launch of a Regis professional mentorship program. The benefits to the University would be increased competitiveness as prospective students and parents would be attracted to a formal mentorship program with demonstrated outcomes in professional growth and career planning, etc.

Career Services could engage current students early in their academic careers and encourage exploration of career interests, relevant skills, and personal values. The Office of Alumni Engagement would have a powerful program with which to engage alumni in a way that is meaningful to them.

In addition, the program could provide the following benefits consistent with our Jesuit values. In keeping with the Regis status as the Jesuit Catholic University of the Rocky Mountain West, the mentorship program will underpin our intellectual, ethical and religious foundations through:

- **Community ownership**
  The programmatic planning through the Strategic Planning Solution group begins the process of building community ownership. That process must continue as draft recommendations are vetted as planned over the next months through internal and external focus groups, with final recommendations to the Regis Board of Trustees in April 2014.

- **Inclusion**
  Stakeholder involvement will be key to program success. If the trustees support implementation of the mentorship program, identifying all the relevant stakeholder groups based on their roles will be necessary to move the program forward.
Democratic participation
As mentioned before, the Regis culture expects the opportunity to participate in the creation and adoption of new programs at the University through a democratic process. For this program to gain campus-wide support, it will be necessary to invite democratic participation.

Capacity Building
This program is all about capacity building in the current student population, as well as within the alumni community. Student and alumni participation and involvement would foster engagement, pride, support and advocacy.

Organizational Learning
Regis is all about learning as defined by its mission of “educating men and women in service of others.” Learning organizations demonstrate greater likelihood of increased innovative capacity, increased productivity, and higher competitive advantage. This program will foster innovation, productivity, and engagement and provide a competitive advantage.

Social Justice
Through mentorships, workshops, speakers, student clubs, and the integration of education and reflection into our community engagement initiatives, we promote social analysis and further students' capacity to contribute to social change.

Recommended Timeline
Planning for launch of a mentorship program could begin immediately, and some groundwork has already been laid. Key to the program's success will be the willingness of alumni to participate and support the initiative. We must have not only the right number, but the right alumni to participate. The initiative will require a robust and aggressive alumni outreach and recruitment campaign along with a training program for alumni mentor recruits. The projected timeline of implementation is: development in 2014-2015, with implementation in 2015-2016.

How This Recommendation Advances Our Jesuit Core Values and Identity

This program supports the notion that as a Jesuit university, we continue the Ignatian tradition of “forming men and women for others.” A quote from the Superior General of the Society of Jesus, the Reverend Adolfo Nicolas, S.J., during his historic visit to the United States provides context. “In the understanding of St. Ignatius, the principal function of a leader is to help the members of a community grow to become the living presence of God in the world. In the Ignatian concept of service, there is always the very important fact that growth leads to transformation. If there is no transformation, the process has failed.”

References

**Section 2 – Other Resources**

1. Assessment Rubric for Student Reflections (referenced in the conditions needed for successful implementation of the initiatives on page 5 above).

<table>
<thead>
<tr>
<th>Levels</th>
<th>Criteria</th>
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</table>
| Reflective practitioner    | **Clarity**: The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.  
**Relevance**: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.  
**Analysis**: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.  
**Interconnections**: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.  
**Self-criticism**: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. |
| Aware practitioner         | **Clarity**: Minor, infrequent lapses in clarity and accuracy.  
**Relevance**: The learning experience being reflected upon is relevant and meaningful to student and course learning goals. |
<table>
<thead>
<tr>
<th>Analysis:</th>
<th>The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interconnections:</strong></td>
<td>The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</td>
</tr>
<tr>
<td><strong>Self-criticism:</strong></td>
<td>The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</td>
</tr>
<tr>
<td><strong>Reflection novice</strong></td>
<td>Clarity: There are frequent lapses in clarity and accuracy.</td>
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<tr>
<td></td>
<td>Relevance: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</td>
</tr>
<tr>
<td></td>
<td>Analysis: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts, but fails to demonstrate depth of analysis.</td>
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<tr>
<td></td>
<td>Interconnections: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</td>
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<tr>
<td></td>
<td>Self-criticism: There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>Clarity: Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</td>
</tr>
<tr>
<td></td>
<td>Relevance: Most of the reflection is irrelevant to student and/or course learning goals.</td>
</tr>
<tr>
<td></td>
<td>Analysis: Reflection does not move beyond description of the learning experience(s).</td>
</tr>
<tr>
<td></td>
<td>Interconnection: No attempt to demonstrate connections to previous learning or experience.</td>
</tr>
<tr>
<td></td>
<td>Self-criticism: No attempt at self-criticism.</td>
</tr>
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Developed by Steven Jones, Coordinator, Office of Service Learning, Indiana University-Purdue University Indianapolis
2. Jesuit Values (included as reference for the discussion of the real Jesuit element in experiential learning)

<table>
<thead>
<tr>
<th>Cura Personalis</th>
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<tbody>
<tr>
<td>Latin meaning “care for the person,” cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.</td>
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<thead>
<tr>
<th>Magis</th>
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<tbody>
<tr>
<td>Latin meaning “more,” “Magis” embodies the act of discerning the best choice in a given situation to better glorify or serve God. The Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.</td>
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<tr>
<th>Men and Women for and with Others</th>
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<tbody>
<tr>
<td>This value embodies a spirit of giving and providing service to the poor and marginalized and pursuing justice on behalf of all persons</td>
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<tr>
<th>Unity of Mind and Heart</th>
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<tr>
<td>Our hearts and minds are not divided; they are congruent when the whole person is educated</td>
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<tr>
<th>Contemplatives in Action</th>
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<tbody>
<tr>
<td>Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one’s spiritual life and guides our actions</td>
</tr>
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<thead>
<tr>
<th>Finding God in all Things</th>
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<tbody>
<tr>
<td>This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.</td>
</tr>
</tbody>
</table>

Reference