



SUMMARIES FROM SUMMER STRATEGIC PLANNING COMMUNITY DISCUSSIONS

Strengthening the connections between the Augustana experience and our students' future: Curricular changes, networking outside the college, life and career goals/outcomes, and graduate school placement by creating a culture of outcomes

Questions for today's discussion

Our goal is to promote the success of our graduates, enabling them to lead lives of relevance and leadership.

1. What are the distinct advantages of a liberal arts education as it relates to our students' future? How can we better articulate these advantages to our students in our existing curriculum? Or how could we modify our curriculum to achieve this goal?
2. How can the Community Engagement Center (CEC), Office of Student Life and academic programs coordinate to help students understand and articulate the interconnectedness of the curriculum (core curriculum and major) and co-curricular activities?
3. How can we encourage students to take responsibility for their futures? How can alumni, parents, friends, students, administrators and faculty all work together to achieve the goal? Where are the synergies?
4. What stands in the way of success, and how could barriers best be eliminated?

Questions asked at the summer session

1. How can we better integrate career/vocational exploration and career preparation throughout the core curriculum, co-curricular experiences, first-year advising and major advising? How can we improve these efforts, including motivating our students to take responsibility for their future?
2. Are there ways in which our students' curricular and co-curricular experiences can be connected to better position our students for a career and a life after Augustana?
3. What resources are there to support advisors (interpreted broadly) who try to do the work of supporting career/vocational exploration (including networking with alumni and employers) and career preparation with our students? What kind of support and professional development do you think you will need to improve your efforts with this work?
4. What are some of the best examples of how programs connect with students' career aspirations and life goals after college, especially from disciplines that are not seen as having an obvious career trajectory? Are there structures such as interdisciplinary programs and certificate programs that could be introduced to specially enhance and benefit our majors? Are there any such programs that could benefit majors not traditionally viewed as "career focused"?



Summary of Summer Strategic Planning Discussion

Curriculum

- Build career- and future-oriented discussions into LSFY (first-year) curriculum. This could include a visit to the CEC and/or visits to classes from CEC staff, reflective assignments on curricular and co-curricular choices, use of LSFY as service learning and internship opportunities, and the inclusion of active learning in LSFY classes.
- Establish less box-checking for the General Education program; more intentional interconnection between LSFY, the rest of Augustana General Education Studies (AGES), majors and Senior Inquiry. We have not clearly articulated the connections so students do not see them.
- Emphasize active and skills-based learning in classes and guided reflection on how courses/activities develop skills.
- Encourage departments to rethink major curricula to consider courses in other departments that might benefit their majors (e.g., business students taking a theatre performance class—connection to sales; pre-med students taking art history—visual analysis). Another suggestion was that syllabi include information about how the class relates to the rest of the curriculum.
- Break down the separation between “the liberal arts” and “pre-professional” majors.
- Provide entrepreneurship classes for non-business majors.
- Establish more programs like the Australia internship program/Learning Community (LC).
- Use existing programs to help students converse about careers (e.g., lunches with Symposium Day speakers to talk about what the speakers do).
- Develop certificate programs.

Advising

- Train advisors to ask and answer questions about career/vocation. We would need to have different strategies for large majors/high numbers of advisees.
- Introduce students to the CEC early; assignments for advising meetings that go beyond course selection.
- Encourage better faculty understanding of students’ co-curricular pursuits and more structured and reflective conversations about how co-curricular activities advance interests/plans.
- Engage in earlier conversations about using Augie Choice money

Co-curriculum

- Encourage better faculty understanding of students’ co-curricular pursuits and more structured and reflective conversations about how co-curricular activities advance interests/plans.
- Provide co-curricular transcripts.
- Establish faculty involvement and training in leading student groups, departmental clubs.
- Encourage Community Advisors (CA) to their students to the CEC and/or sponsor CEC staff in residence halls for discussions.

Other

- Initiate a positively framed CEC campaign to get students into and using the CEC; make career and vocational questioning a fun and positive experience.
- Create YouTube videos addressing the skills students develop as CAs.
- Ask alumni to create YouTube videos about their liberal arts majors and how they have used those majors.
- Work with alumni relations (searchable database of alumni and majors) to create a mentor network.