

experience

The Root of the Matter:

How our past can inform our present



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Photographs

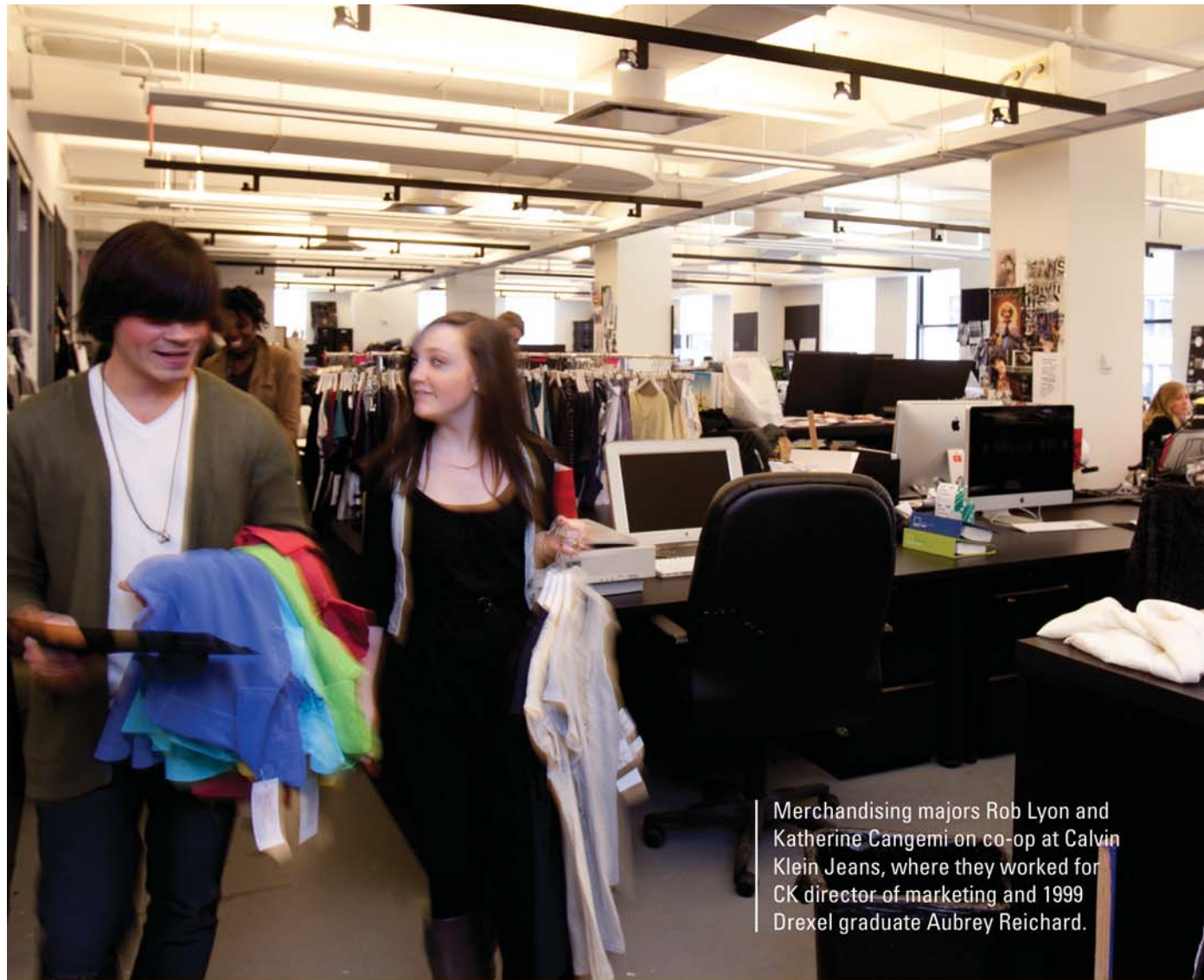


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Michelle Clare is a Co-op Faculty Advisor at the University of Cincinnati.

Dear Colleagues and Friends —

On my commute into the office, I often walk by the bust of Herman Schneider which stands prominently outside of an Engineering Building on the University of Cincinnati's campus (which is where I do my day job). Most of you probably know who Herman Schneider is but some of you may not. I will be the first to admit that when I joined the field of cooperative education four years ago, I had never heard of Herman Schneider and had no idea that he was the one whom I should thank for the opportunity to join this field. As a newcomer to the field, I would like to share with all of you why I have come to profoundly respect Herman Schneider and why everyone in the field of experiential learning should be thankful to him too.

He was a courageous visionary who laid the foundation for all forms of formalized experiential learning.

Herman Schneider founded cooperative education in 1906. He was a pioneer who had the vision, persistence and drive to make cooperative education a reality even though it was a radical idea at the time. As author M.B. Reilly states in her book "The Ivory Tower and the Smokestack,"

"But when Schneider proposed co-op, he still lived in a corseted, Edwardian age at the brim between the 19th and 20th centuries. Colleges were intellectual centerpieces perched on hilltops, while industries were rooted in basins and bottoms. Certain boundaries were strapping strong, and most folks just knew that a good college education was classical, based on the English model. Scholars manifestly did not sweat."

It is only through true belief and dedication that Schneider was able to make the concept of cooperative education stick during this time where it did not fit

in well with the educational landscape. Not only did he dream big but he had the courage and persistence to make his dream a reality. He believed in his vision of cooperative education and through his passion he was able to make others believe, although skeptically at first, too.

He operated with students at the center.

At the core, his vision of cooperative education was founded with students at the center. He truly believed that this was the best model of education.

It probably comes as no surprise that he was a dedicated educator who always made himself available to students as a resource and a mentor. As stated in "The Ivory Tower and the Smokestack," his students remember him fondly and recall his concern for them and their education. The original co-op class of engineers remembers that Schneider knew all of them by name and even invited them to his home every Sunday evening to discuss their work. As the Great Depression took its toll on students in the 1930's, it was said that then Dean Schneider worked to help students find scholarships and other financial assistance which allowed them to stay in school.

So what can we learn from Herman Schneider? In fitting with the theme of this issue, ***The Root of the Matter: How our past can inform our present***, I would like to posit that there are many things that we can learn from Schneider as we head into an unknown future. As the landscape in which we all operate has changed and will likely continue to change, **as we face budget cuts and increasingly have to justify our programs and ourselves, I think is important for us to remember where we came from and to reflect on the origin of our field for it is in this that we can find inspiration, courage and purpose.**

So as you go through your daily, weekly, monthly and yearly routines, it may be helpful to reflect back on the lessons that Herman Schneider taught us:

Keep students at the center. You may be forced to focus on placement numbers, operating budgets and the like but remember that our true purpose can be found in the students and in the way that experiential learning and you as an educator can help them grow and learn.

Have courage. Stand up for your students and your program because they have value. While you may have to adapt to changing environments, work to keep the education of the students at the center.

Have faith. Cooperation education has survived two wars, the Great Depression, and ever-changing public policy and educational thought. With vision, persistence and dedication, cooperative education, internships and other forms of experiential learning will exist well into the future.

I hope the following pages will interest you, inspire you and will help you do your job better. For those of you who have been around the block a time or two, I hope that this issue will help remind you of why you got into the field and why you have stayed. For those of you who are relative newcomers like me, I hope that this issue will give you the sense of our field's history and the realization that the opportunities which exist today were made possible by many dedicated and capable educators who came before us.

Michelle Clare
Editor



HERMAN SCHNEIDER
University of Cincinnati

In 1903 Herman Schneider, then a young man of thirty-one, came to the University of Cincinnati as a member of its Department of Civil Engineering.

He was to become one of the world's best-known educators, gaining a wide reputation as an engineer, scientist, administrator and writer. Herman Schneider was a man of many ideas and many interests, but it was his devotion to one idea that enabled him to make an important contribution to American education and later to the world. **He is best remembered today as the founder of the cooperative education plan for education.** Early in his career as a practicing architect and engineer, he conceived the idea that would ultimately help millions of students bridge the gap between academic studies and actual real world practice, and he ultimately became an educator in order to find a way to move forward with his idea.

In coming to Cincinnati, a large and diversified manufacturing center, Schneider was confident that the city's industries would be interested in his idea. And, of course they were, but it took much persuasion before his idea ultimately received acceptance. On the academic side, there was also resistance to Schneider's plan. Many faculty were skeptical about cooperative education as not academic enough. **Fortunately for Schneider, the University's relatively new president believed that it was the institution's responsibility to render service to the surrounding community and to prepare young people for active citizenry, not philosophical indolence.**

In its first year, 1906-07, twenty-seven engineering students took a chance on Schneider's system. **The program was an immediate success because of the quality Schneider built into his program.** After the initial year's trial, more than 400 prospective students inquired about the co-op program and a large proportion applied for admission. Schneider's idea, cooperative education, was thus successfully launched. //

FACULTY SUPPORT: AN IMPERATIVE

By E. Sam Sovilla

Over nearly a half century I have been fortunate to have been an observer of the ebb and flow of the field, managed a program through periods of varying economic conditions and, like most veterans, experienced the ever-changing priorities of faculty, deans and institutional officers.

Fortunately, in my years directing the co-op program at the University of Cincinnati, most faculty members in our primary co-op colleges valued the cooperative education strategy and supported the program when proposals, potentially detrimental to the program, were on the table.

The importance of faculty support and involvement should be obvious when discussing a program that involves a strategy for educating students, but the lack of such support is a problem for many in the field.

Faculty are at the heart of the academic mission of an educational institution and cooperative education is about education.

Through co-op's evolution many programs, typically due to administrative mandates, have been transferred out of the academic organizational reporting line and have been placed in student affairs and career development. When many of these programs (certainly not all) are viewed by faculty as no longer oriented to an educational mission and as related to their curricular goals, interest in co-op is often difficult to retain. Even some programs in the academic hierarchy have difficulty in receiving faculty support. In my opinion, with the exception of employer demand for the students and a reasonable geographical proximity of a supportive employer base, **faculty support is the essential component for developing co-op to its full potential.** Everyone will not agree with my opinion, but by providing some brief history about faculty involvement with co-op and the status today, perhaps some **practitioners might gain a better understanding about this important issue and the challenges to be addressed in planning for a program's future.**

To better understand the genesis of my perspectives, a brief summary of co-op's history over most of my active years might be helpful.

THE FEDERAL FUNDING YEARS

Without a doubt the advent of federal funding under Title VIII of the Higher Education Act of 1965 provided more impetus to the growth of cooperative education than any other factor in co-op's history. Roughly \$300 million dollars were allocated to institutions of higher education for the planning, developing, and promotion of cooperative programs. The federal government also allocated funds to establish training centers for co-op, and for research into methods for improving and developing programs. Over the peak funding years of federal support the number of co-op programs grew from a base of 277 in 1971 to a peak in 1986 when 1,012

colleges and universities reported having programs. These were interesting and challenging times to be involved in the cooperative education. The number of practitioners increased significantly, some co-op conferences had attendance more than twice the size of today's levels and the field was full of optimism, energy and enthusiasm as co-op professionals throughout the country pursued their goal to establish large-scale and successful programs.

Federal funding for expanding co-op was a grand experiment whose results ultimately fell short of the vision that cooperative education might become commonplace in higher education. There were success stories, but the field has not flourished to anywhere near the level anticipated by its strongest advocates. Many factors made it difficult to achieve the vision for co-op's expansion, most of which are beyond the space for this article. And, I should add, most of the factors that have inhibited co-op's growth in post-secondary education have not been the fault of field practitioners. The heart of the problem for most institutions was a lack of institutional commitment once the federal funds well ran dry. But, as with many non-permanent externally funded programs and projects, **faculty and administrators will support continuation of programs which they perceive will enhance teaching and learning for their students and which have the potential for future benefits for their college/department/discipline.** Apparently, not enough faculty perceived value added benefits from co-op.

FACULTY SUPPORT

As far back as 1914 Herman Schneider was convinced that faculty were key to the success of cooperative education. Faculty no longer need to do it all as they did in co-op's formative years, but faculty support must be a key component for any cooperative education program. **Many of today's successful programs continue to be understood in their institution as an integral part of the academic mission of the college or university and the accountability and reporting relationships are in the academic organizational structure. The most successful of the centralized large programs also have long developed strategies to sustain faculty involvement and support and important institutional agreements which define the divisions of responsibility for program success.** Though imperfect at times and

in need of constant nurturing, most of the older successful programs have found a *balance* for co-op professionals to manage the program, while sustaining a reasonable and necessary level of faculty involvement and oversight for quality.

ISSUES

Many of the older programs do not include academic credit for co-op in the traditional mode but, in varying ways, have academic credibility in the curriculum. One of the major changes over the federal funding years, planners of many new programs added academic credit for co-op work experiences. Since students pay tuition for credit hours, adding academic credit would provide a base for funding the program following eligibility for federal funds. For many, academic credit seemed a reasonable recognition for the learning resulting from co-op, though pedagogical rationales often came later. Obviously, when academic credit is part of the program design, then faculty rightfully became responsible for the granting of the co-op credit. This faculty involvement impacted faculty workloads and, to accept this new responsibility, faculty would need to be supported with released time from their classroom teaching workloads or receive overload compensation. These compensation requirements for faculty significantly increased the cost for participating students and resulted in programs remaining small or modest in size. For some programs, facing high faculty/student ratios and unsustainable costs, the decision was to remove the academic credit component from the program. This alienated some faculty and since they no longer had involvement in assessing and monitoring co-op learning, they felt that the program was no longer credible as part of the curriculum and, therefore, no longer a matter for their concern. For these programs, the lack of faculty involvement also resulted in less faculty advocacy at budget times, thus seriously impacting resources to grow the program. I should point out, in fairness to many newer programs that dropped the academic credit component, some have continued to develop high quality co-op and have found ways to sustain positive relationships and support from their faculty colleagues. However, many programs have either remained small, been discontinued or are no longer viewed by faculty as providing a cooperative *education* program.

A second major change, that has adversely impacted faculty support, was the transfer of many programs out of the institutional academic structure. The reasons for such transfers were often made with little consideration given to the fundamental goal of cooperative education, the combining of theoretical and experiential learning.... learning “why” it is done in the classroom, and learning “how” to do it through co-op in the real world. These transfers out of the academic mainstream, often made for budget saving reasons, have had consequences. **It is a reality that when faculty do not perceive cooperative education as an integral part of the academic program that can help them achieve curricular goals, they often lose interest in the program’s welfare. Additionally, when the program is not in the organizational structure for curriculum planning and academic budget prioritization, it is more difficult to maintain continuing faculty support for co-op as an educational strategy and to foster its growth.**

WHAT SHOULD WE DO?

In my way of thinking, any attempt to overcome barriers inhibiting faculty support should start with first understanding the faculty culture. Faculty are motivated by those factors valued in reappointment, promotion and tenure criteria in their department and college. Such criteria typically require documentation of effective teaching, research contributions, publications, standing in one’s profession, successful grantsmanship and, typically, to a little lesser degree, departmental, university or community service. While there are some differences as to the weighting of the valued factors, in two-year colleges then in four year institutions, the fact remains that the cultural world of faculty rarely includes involvement in cooperative education as an important component of their role in the academy, especially in baccalaureate institutions.

However difficult and whatever the barriers, it has always been important for field practitioners to continue to sustain efforts to engage faculty in supporting the cooperative education strategy and its operating unit. Many, over the years, have understood this, but many go about seeking faculty support in the wrong way. The most common mistake is basic in marketing; you can’t sell a product to a potential

customer who doesn’t want it or doesn’t feel she or he needs it. **What my experience tells me is that many in co-op have long attempted to market co-op to faculty from a base of values that differ from the primary interests of faculty. These are typically important values but they often do not reflect how co-op can be integral to a degree program or help academic departments benefit from support for the program.** As examples, practitioners might value the career development benefits of co-op, the earnings for students,

and the development of interpersonal skills from discipline-related work experiences as well they should, but these are not priorities for many faculty in curricular planning.

With the exceptions of small co-op programs that are coordinated by departmental faculty or those where co-op is a defined aspect of a faculty member’s position, garnishing faculty support will continue as a challenge in the field.

While I have no magic formula I can share a few strategies that have led to some success at some colleges and universities.

1

Become knowledgeable about the agenda of the faculty and find ways to reflect how co-op can help faculty achieve their goals. Often faculty cannot practically integrate into their courses effective methods to achieve all desired learning outcomes, outcomes that may be considered important in a degree program or to accreditation organizations. Student learning from co-op experiences can provide valuable information to support a discipline department’s performance in achieving some outcome goals. This needs to be one of the main co-op benefits stressed when promoting the program to faculty.

3

Provide opportunities for faculty to be involved with employers who have needs for students in their discipline. This can be as simple as scheduling workshops or meetings where faculty and employers can interact or bringing a college faculty member and an administrator to an employer presentation. The strategy here is for the co-op office to bring a team with various interests and specialties from the college to meet with those with similar interests from business and industry who might see value in collaboration.

2

Develop methods that will provide faculty with feedback from employers as to how well prepared their students are for discipline-related work experiences as well as employer and student perceptions of needed curricular reform. With modern technology the means are available to provide continuous and real time feedback to faculty which is valuable for curriculum assessment and accreditation purposes. The University of Cincinnati, Kettering University, Iowa State, and a few others have recently made some major advancement in this area.

4

Volunteer for some level of service for the college or individual academic departments. Seek opportunities to serve on a committee or volunteer to assist the college with one of their programs or events. Such involvements reflect interest in the priorities of the academic unit and provide opportunities to develop positive relationships, perhaps even friendships with faculty. Many years ago a dean in our College of Engineering was responsible for the annual conference of the American Society for Engineering Education, a large scale conference. A number of my co-op advisors volunteered to help and some were given significant roles. There is no question in my mind that the college was impressed with the co-op practitioner’s interest in helping with this major event and relationships from that involvement stayed strong over many years.

CONCLUDING REFLECTIONS

The realist in me knows that whatever co-op practitioners might do to develop faculty support, we may need to be satisfied with modest success. Most co-op programs are small and program directors and staff have little extra time to fully address this need. Even if time were available, faculty come and go, thus faculty development efforts need to be on-going. Also, most new faculty arrivals know very little about co-op, or nothing at all, and some favor their own internship offerings that help them have involvements with professional practitioners in their field. So, what can co-op professionals do, if anything?

In my way of thinking a ray of hope lies in adopting the earlier mentioned systems developed by some universities, systems which provide for co-op employer feedback to faculty about the preparation of their students and which can provide useful information for curricular reform. Faculty are interested in such feedback both in curriculum planning as well as in assessing departmental meeting of learning outcomes as these are important to accreditation organizations.

In this digital age the technology is available to communicate employer feedback to faculty in almost real time requiring only a modest commitment of staff time.

Not since the early years of this educational strategy, cooperative education, when the faculty did it all, teaching, placement, assessment and employer development, has there been this opportunity for all co-op programs to bring faculty back into the loop for better understanding of the real world developmental needs of their students. The related work experiences in co-op provide for on-going feedback about student development and skills needed as they progress in co-op and advance in their campus curriculum.

Co-op professionals need to seize this moment because, with the possible exception of some major priority for co-op developing on the national agenda, systems for employer feedback for possible curricular reform may be the best route, under current conditions, for many to build faculty support.



E. Sam Sovilla
University
of Cincinnati

As the Director of the Division of Professional Practice at the University of Cincinnati from 1975 to 2000, E. Sam Sovilla managed the oldest co-op program in the United States as well as the largest for a public educational institution. He has held significant leadership roles in state, regional and national cooperative education professional organizations and was a charter member of the World Assembly for Cooperative Education, now the World Association for Cooperative Education. Over the years, Sovilla has received numerous professional recognitions and served as the chief consultant for 33 colleges and universities. In all, he has consulted for more than 200 schools and corporations starting or expanding their co-op participation, in addition to serving on various task forces and acting as a consultant with the U.S. Department of Education. He has presented papers in Europe and Canada and has made over 100 presentations throughout the United States. He is the author of thirteen articles in professional journals, a chapter in a book, as well as published articles in Spain and England.

experience

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FEATURED ON THE COVER:

Photo of man with headset and three students courtesy of University of Cincinnati Archives and Rare Books Library

Image of placement card courtesy of Georgia Tech Division of Professional Practice



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Reflections

OF A

PERPLEXED PRACTITIONER

By Michelle Clare

There is no way to put this softly: The past three years have been tough. As a professional concerned about the education of students, working in a field dependent on the availability of work experiences during the time of a national recession, these have been trying times. It would be safe to say that over the past three years, I have spent more than my fair share of time worrying and wondering: **How are we going to get through this?**

When answering this question for myself, I have taken comfort in the fact that co-op has been around for many years, 105 to be exact, and that **this field has weathered many storms; perhaps none greater than that of the Great Depression. For surely if co-op can survive the Great Depression, it can survive this current recession, right?**

And it was then that I decided to delve into the past to gain an understanding of our present.

The photos, images and excerpts which appear on the following pages paint a vivid portrait of co-op's past as it has been preserved by authors, university archivists and co-op departments. While the images and the tone might seem quite different than those of today, you will find (as I did) that **the stories that they tell, the experiences they highlight and the educators and students they describe have very much in common with those of our own time:**

- They tell the story of dedicated educators who went to great lengths to help students.
- They tell the story of a generation of students who were educated by the economic hardship and the struggles which accompanied it.
- They tell the story of a field which survived trying times because of the strong relationships between practitioners, employers and students.

Not much different than what one might observe about our field presently.

So while I find it fascinating to peer through the lens of history and see how different things were during the Great Depression era, I have been equally and perhaps more profoundly captivated by the similarities and commonalities in our experiences. And it is this which has provided me comfort and a sense that, YES, we will get through this.

Michelle Clare is a Co-op Faculty Advisor at the University of Cincinnati.

THANK YOU TO THE FOLLOWING AUTHORS, DEPARTMENTS AND UNIVERSITIES FOR PROVIDING THE PHOTOS, DOCUMENT IMAGES, BOOK EXCERPTS AND STORIES INCLUDED HERE:

City of Cincinnati Historical Society
Drexel University Archives and Special Collections
Georgia Tech Division of Professional Practice
M.B. Reilly, author of
"The Ivory Tower and the Smokestack"

Northeastern University Libraries, Archives and Special Collections Department
University of Cincinnati Archives and Rare Books Library

The following excerpt was taken from “The Ivory Tower and the Smokestack” written by M.B. Reilly, University of Cincinnati.

“The Depression brutalized this nation and in the curdling market cycle, the battered co-op program openly choked. But even hobbled as it was by events, UC’s team co-op did rally, literally becoming drivers toward a more prosperous future. For instance, fueled by urgency, **faculty packed students into cars, caravanning to factories throughout Ohio. Whenever they found a job, they left a student to take it.** Co-op became a lifeline yanked hard and stretched tense to meet the ongoing crisis. New forms of ‘co-op’ had to be engineered – baby-sitting and grading papers, manning candy stands and “jerking sodas,” fighting forest fires as well as building mountain roadways, and even black-topping the network of short-cut footpaths work across campus lawns.” (p. 57-59)

In this excerpt from “The Ivory Tower and the Smokestack,” University of Cincinnati co-op student, John Sherman, class of 1938 shares his experience:

“With no jobs to choose from during the Depression, John Sherman, ’38 mechanical engineering grad, worked his first co-op in the federal Civilian Conservation Corps in West Virginia. He built roads, hoisted telephone poles and even put down a few forest fires... the CCC camps brought young men of every economic background together, and some of the fellows were quite tough, so much so that the **UC co-op students made it a point to ‘work and play well with the others.’** He states, “I learned to get along with all sorts of people. That’s the best thing I ever got from co-op.” (p. 62)



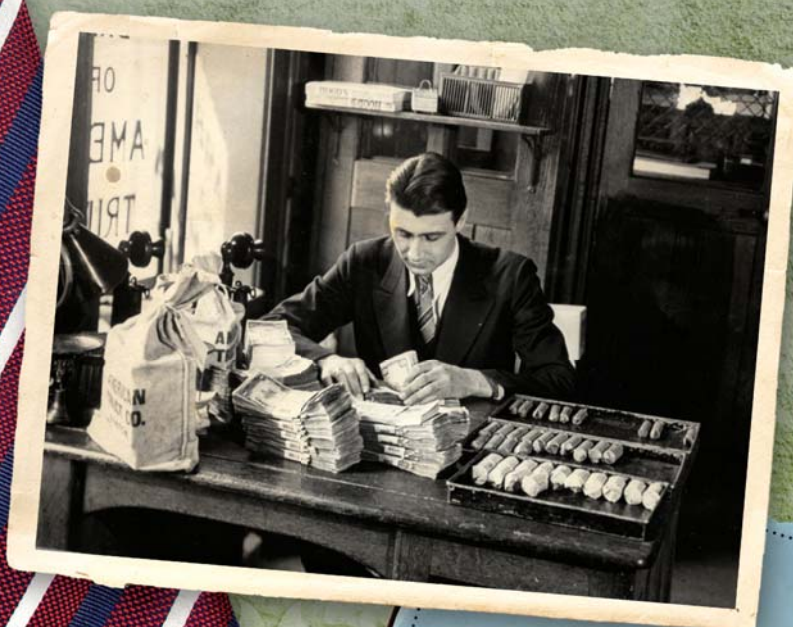
UC Co-op students were part of the very first Civilian Construction Corps contingent at Camp Wyoming in West Virginia. Squad 11 was an all co-op contingent. John Sherman is pictured in the front row, first on the right.
Photo courtesy of University of Cincinnati



Co-op student Ralph Roberts, far right, recalls, ‘Upon graduation in 1934, the only job opening posted on the bulletin board was one for a straw boss working on a railroad in Liberia.’
Photo courtesy of University of Cincinnati Archives and Rare Books Library

The following excerpt was taken from “The Ivory Tower and the Smokestack” written by M.B. Reilly, University of Cincinnati.

“Co-op student Ralph Roberts, far right, recalls, ‘Upon graduation in 1934, the only job opening posted on the bulletin board was one for a straw boss working on a railroad in Liberia.’ This was after co-op jobs where Roberts and his classmates worked 60-hour weeks in Terre Haute, Ind., on a railroad section gang while living in a boxcar. ‘It was up at 5:30 a.m. for a ten-hour workday at 35 cents an hour, for a sum total of \$13 a week after [boxcar] room and board were subtracted.’ **The big end-of-week treat was a 25-cent malted milk from Walgreens on Saturday nights.** The other two young men in this image are identified only by their last names, from left, Ballard and Thompson.” (pg. 58)



(1925) Co-op accounting student counting money at American Trust Company, Boston.
Photo courtesy of Northeastern University Libraries, Archives and Special Collections Department

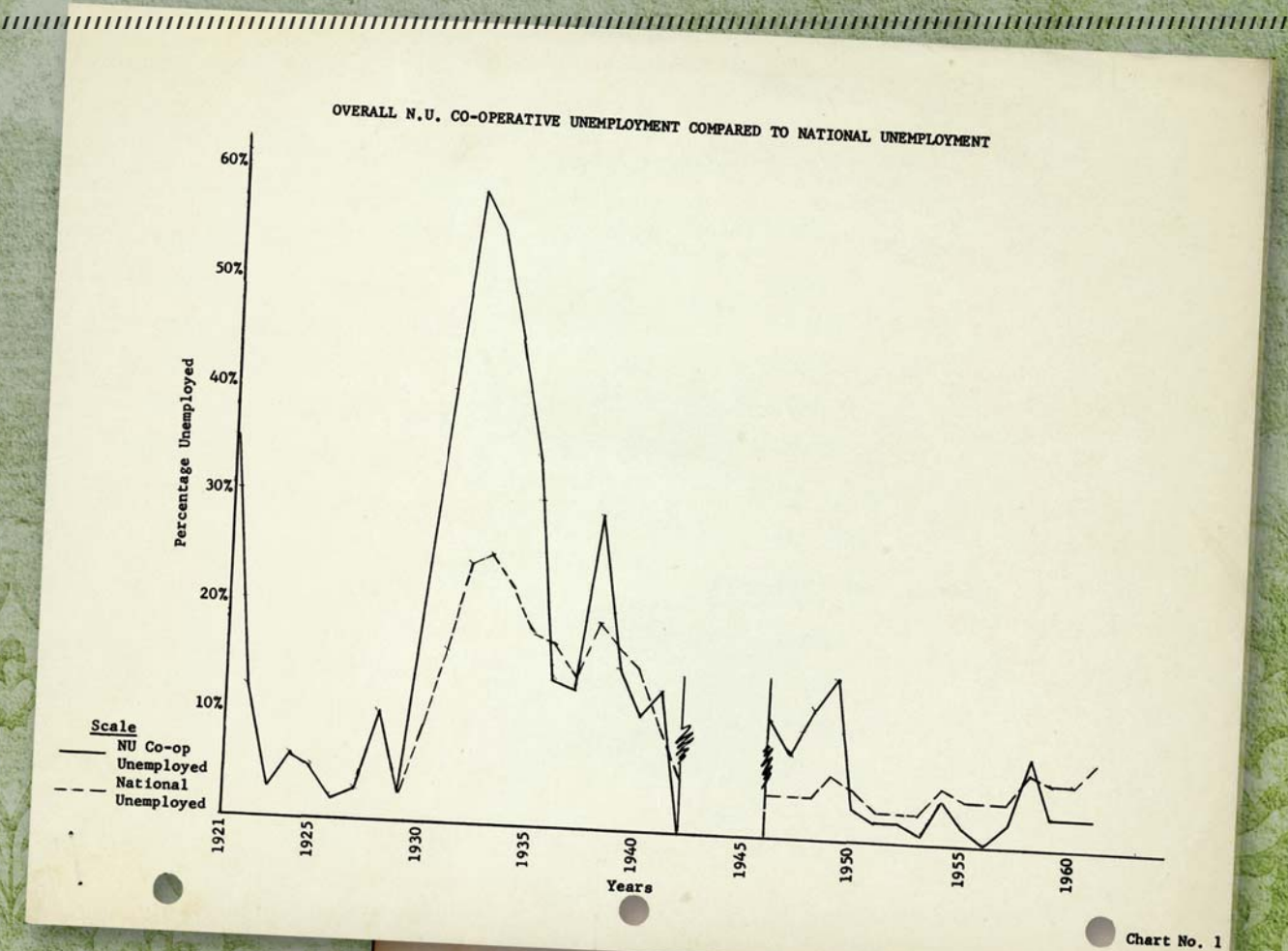


The following excerpt, taken from “Second to None: Seventy-five Years of Leadership in the Cooperative Education Movement” by Joseph Barbeau, Northeastern University, provides an overview.

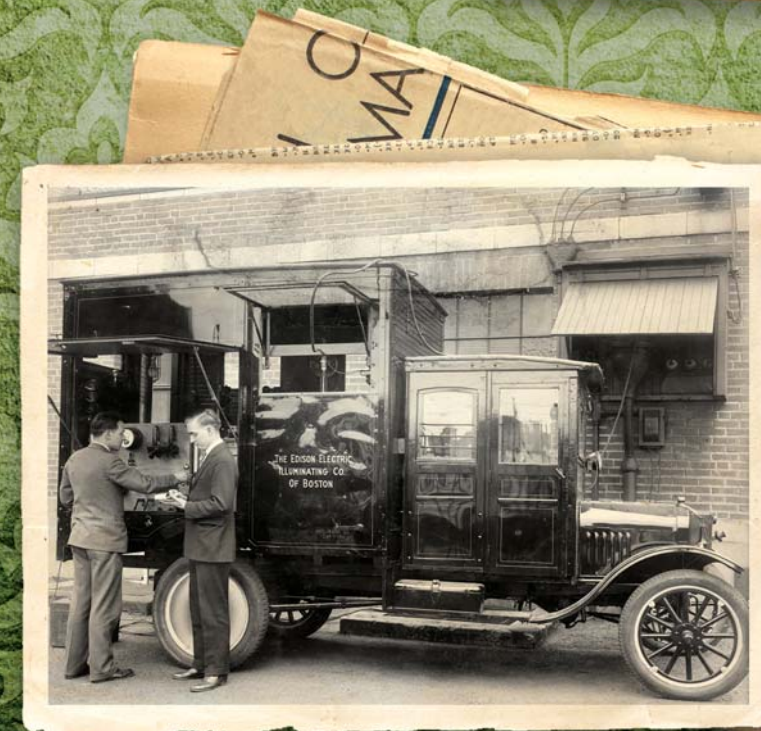
“Those who have never operated a cooperative program seem convinced that, while cooperative education might be a good thing during times of plenty, it will most certainly fail during times of severe economic disaster. Yet, although fewer than one-third of the schools offering cooperative courses discontinued them during the Great Depression, there is no doubt that this was the severest test.” (p. 22)

The co-op placement statistics for Northeastern University from 1929 to 1932 as the Great Depression began as excerpted from “Second to None: Seventy-five Years of Leadership in Cooperative Education Movement” by Joseph Barbeau, Northeastern University.

“In the 1929-30 academic year, 1,146 students were employed in the cooperative program, 974 in engineering and 172 in business, with 286 employers participating. These figures rose slightly the next year to 1,238 employed, then dropped rapidly to only 326 in the fall of 1932, out of a cooperative enrollment of 786. This represented a low placement percentage of 42 percent” (p. 23)



This Northeastern University employment chart shows how the co-op unemployment rate during the Great Depression compared to the national unemployment rate.
Document image courtesy of Northeastern University Libraries, Archives and Special Collections Department.



(1930) Two men stand in front of an Edison Electric Illuminating company car.
Photo courtesy of Northeastern University Libraries, Archives and Special Collections Department

In "Second to None," Barbeau comments on the importance of the practitioners' role in helping program survive.

"Yet above all else, the effectiveness of the coordinators cannot be understated. They alone bore the responsibility for the placement of these students, and in the last analysis, it was their ability to promote the cooperative plan that kept cooperative education from disappearing during the Depression. A contemporary writer agreed: 'What in many cases is proving to be of even greater value is a more or less intimate friendship which the coordinator has built up between himself and the various executives he contacts.' This rapport that the individual coordinator develops with his or her employers has proved time and time again to be a critical factor in maintaining cooperative assignments during times of economic difficulties." (p. 24-25)

The "contemporary writer" Barbeau quotes here is F. G. Seulberger who wrote the article titled "Cooperative Education and the Business Depression" which appeared in the Journal of Engineering Education in March 1932.



(1938) Co-op students calibrate precision condensers at General Radio.
Photo courtesy of Northeastern University Libraries, Archives and Special Collections Department

21st ↑



In "Second to None," Barbeau writes about the students and quotes George Burns, University of Cincinnati, and William C. White, Northeastern's dean and later Provost, who also commented on the attitude of the students at the time.

"The students' attitude was especially noteworthy during this period. Administrators at both Cincinnati and Northeastern commented on this fact. 'In normal times some students tend to be choosy about their cooperative assignments,' according to White, 'but throughout these months of tension and stress there has been no evidence of grumbling among co-ops even when the jobs assigned them have been far from congenial.' George Burns wrote, 'At no time during the entire history of the course at Cincinnati has the morale of the students been better or the academic work so satisfactory.' And finally, White summed up the Northeastern experience in these words: 'If the esprit de corps of the student body of Northeastern is any criterion, the cooperative plan is proving its capacity to endure the rigors of the worst industrial depression we have ever known, and it is serving a large number of students effectively.'" (p. 24)

These record cards from Georgia Tech tell two very different stories.

Harley T. Rockwell, Mechanical Engineering Class of 1933, was one of the fortunate students of the time. **He worked with the Railway for six co-op terms** from 1928 to 1932.

On the other hand, Stephen R. Rives, Electrical Engineering Class of 1934, was not so fortunate. **He worked eight co-op terms from 1930 to 1934 in a broad range of positions** including his start in a position at General Electric earning \$17.50 a week. Later positions included stints as an usher at the Fox Theater in Atlanta, an order boy for a grocery store and work in a burlap room for a mattress company where he was paid by the piece.

Document image courtesy of Georgia Tech Division of Professional Practice

Name	Stephen Ray Rives	Address	760 Woodland Avenue, S.E.	Phone No.	
Home Address	760 Woodland Avenue, S.E., Atlanta, Georgia.	Address at Work	Atlanta, Georgia.	Phone No.	Ma-3898
Parents' Name	A. H. Rives				
Address	SHOP RECORD				
Where Working	Department	Hourly Rate	Sec.	Date	
Warehouse		Wk \$17.50	2	2/3/30	
G. E. Supply Corp.	Shipping Dept.	Piece Work	I	2-10-31	
Graves Turner Mfg. Co.	Burlap Room		I	11-9-31	
Southern Spring Bed Co.	Usher	Wk \$8	I	10-22-32	
Fox Theatre	Shipping		I	12-1-32	
J. Kamper's Grocery Co.	Order Boy	.25	I	4-6-33	
" " " " " "	Factory (Day shift)	.30	2		
Southern Waxed Paper Co.	Waxing	.30	2	1-2-34	
Georgia School of Technology	Chemical - Dr. Bunger				
D.S. in E.E. (Co-op Plan) -	Mechanical Work				
NAME	Rives, S. R.	ADDRESS	6134	PHONE NO.	

Name	Harley T. Rockwell	Address	107 North Calumet Ave., Hammond, Ind.	Phone No.	
Address	SHOP RECORD				
Where Working	Department	Hourly Rate	Sec.	Date	
C. C. O. and St. L. Railway Co.	Locomotive	.58	11		
" " " " " "	Engineering	Ma \$127.44	2	2-1-29	
" " " " " "	"	Ma \$137.64	2	3-4-29	
" " " " " "	Air Brake work	"	2		
" " " " " "	Loco. Machine	\$147.44	2	12-26-30	
" " " " " "	"	.81	2	1-4-32	
NAME	Rockwell, H. T.	ADDRESS	107 North Calumet Ave., Hammond, Ind.	PHONE NO.	

B.S. in M.E. Coop 33

May 24th, 1932.

Mr. J. D. Mann,
Young Harris, Ga.

My dear Mr. Mann:

We have an opening for a bell boy at the Atlantan Hotel and I am pleased to offer you the job. You will need to see the head bellman, Mr. O. F. Bradley, Thursday afternoon to get fitted out in a uniform, so that you can begin work on Saturday.

not
If for any reason you can report up here on Thursday, please wire this office so that we can get another boy in your place.

Yours very truly,

T. J. Irwin,
Assistant to Director of Co-operative Courses.

d.

Uniform did not fit
so couldn't take the
job.

Two offer letters sent to co-op students from the office of the "Director of Co-operative Courses."

Document images courtesy of Georgia Tech Division of Professional Practice

July 18th, 1930.

Mr. William H. Pierce,
415 W. Locust Street,
Johnson City, Tenn.

My dear Mr. Pierce:

Please wire me at once whether you wish to begin a job at a rock quarry, \$2.50 a day. This work is hard and laborious; but, by making good, you will be advanced in wages. The plant is about seventy miles north of Atlanta.

Yours very truly,

J. E. McDaniel,
Director of Co-operative Courses.

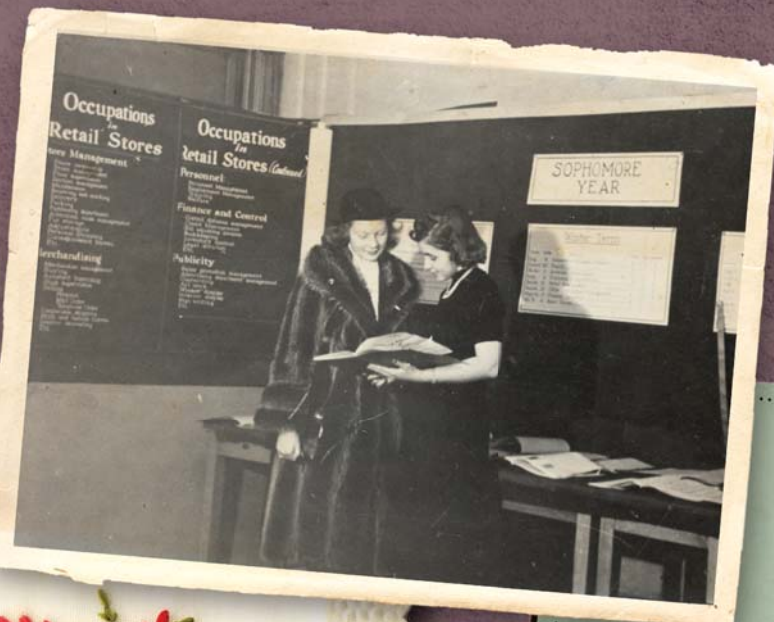
The following article was written by a Drexel University co-op student, class of 1936, and was printed in the university's Triangle newspaper.

"Selling"

"Selling is one of the most educational lines a young man can go into. It doesn't matter what you sell just so long as you all sell. "Go out and sell something, anything. It doesn't matter whether you're any good or not but have the ability to stick to it and it will make a better man of you." That's what I've been told anyway. I don't know whether it's true or not, but I'm taking a shot at this selling racket anyhow. I haven't really got a job but that's why I'm selling. I'm trying to get a job, so you see I'm

selling myself. Selling myself. "Yes sir, looking for a job is just selling yourself. Every time you go up to ask for a job, you've got to sell someone the idea that you're the man he needs. You're selling just the same as if you were carrying around vacuum sweepers or something and believe me, it takes a good man to sell himself these days." Of course, that may not be true, but that's what I was told so ever since I've been selling myself. I haven't made any sales yet, but I'm still plugging and I'm learning a lot. **This depression, if you look at it that way, is really doing me a lot of good, because otherwise I guess I'd have a job and then I couldn't get any selling experience.**

Article courtesy of Drexel University Archives



Retail management co-op program students

Photo courtesy of Drexel University Archives

OVERALL N.U. CO-OPERATIVE UNEMPLOYMENT COMPARED TO NATIONAL UNEMPLOYMENT

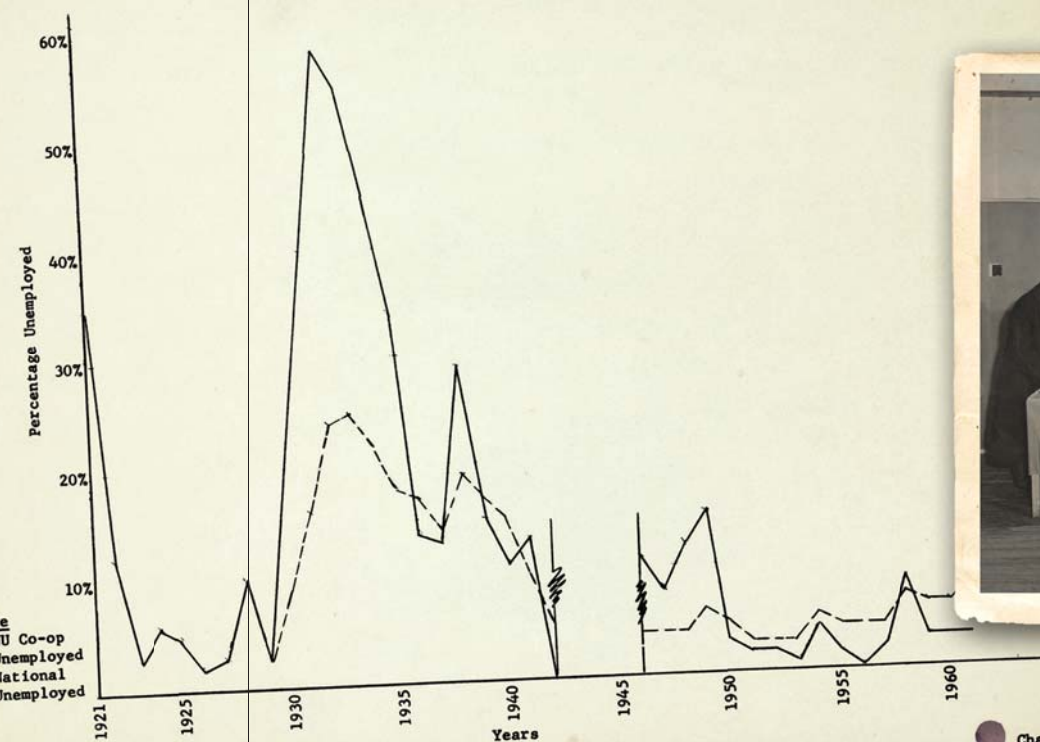


Chart No. 1



Retail management co-op program information table

Photo courtesy of Drexel University Archives

Co-operative Education in Drexel Today

In times of business depression students interested in Co-operative Education naturally wish to know the status of this system under present conditions.

The following statements show the employment status of Drexel co-operative students at this time:

Approximately 90% of those scheduled for placement during the Fall quarter this year are regularly employed.

They are working an average of 5 days per week.

They are earning 75% of the average earnings in the 1925 to 1930 period of industrial prosperity.

The College undertakes, as far as conditions of industry permit, to secure the positions for the students, to arrange all details concerning them, to supervise the student's work, and to make that work as beneficial as possible.

For those occasional students who are not employed as scheduled, the College offers as much additional classroom work as the student can successfully carry.

This 1933 Drexel University co-op brochure addresses the Great Depression for potential students. This information appeared on the first page.

Document image courtesy of Drexel University Archives

A Good Time to Enter College

In normal years many mid-year graduates believe there is something to be gained by working from February to September instead of spending this time in college. Today, the unemployment situation makes this an improbable course and thus creates an additional reason for entering college now.

Even in busy years, mid-year entrance in college offers an excellent opportunity. The very fact that they place themselves in position to graduate a year earlier has been sufficient inducement to lead hundreds of men and women to enter Drexel in February during the past several years. The record of those students has proved the advantages of this plan.

It is Better to Continue Direct from High School

The High School Student who begins his college work immediately after graduation brings to each Freshman subject a more effective continuity of knowledge than the student whose educational activities suffer a lapse of eight months. His habits of study, formed in High School, also help the mid-year entrant to fall more naturally into the routine of college life.

Because the February entering class is naturally smaller than the September class, the mid-year entrant usually receives closer individual attention, and has better opportunity to become acclimated to his new student and living conditions.

Drexel's Co-operative Organization Helps the Mid-Year Entrant

The operation of the Co-operative System also helps the mid-year student to adjust himself to the schedule of his class, particularly in the case of men students. By continuing in college during the coming summer such students place themselves in position to complete their course with the students who entered in September of this year.

A Group of Unusually Earnest Students

The mid-year entrant has the advantage of working with particularly earnest class associates. These students have a very definite goal,—and a special realization of the necessity for close attention to work.

The fact that they have an opportunity to graduate a full year ahead of the students who delay entrance until next September, creates an added incentive for greater accomplishment.

Bachelor of Science Degrees in Engineering and Business Administration

Preparing Students to Interview Effectively

By Kim Kufahl, Marketing Manager at Wichita State University
with foreword by Michelle Clare

MOST OF US HAVE HAD THIS EXPERIENCE: A VALUED EMPLOYER WHO IS TAKING THE TIME TO INTERVIEW YOUR STUDENTS CALLS AND PROCEEDS TO TALK IN DETAIL ABOUT AN UNPROFESSIONAL INTERVIEW HE/SHE HAD WITH YOUR STUDENT. AFTER APOLOGIZING, YOU MAY START TO WONDER: WHAT CAN I DO TO BETTER PREPARE STUDENTS FOR A PROFESSIONAL INTERVIEW?

CEIA'S 2011 BEST PRACTICE AWARD WINNER, WICHITA STATE, HAS COME UP WITH A LOW-COST, EFFECTIVE WAY TO HELP BETTER PREPARE STUDENTS FOR THE PROFESSIONAL INTERVIEW. HERE WICHITA STATE MARKETING MANGER, KIM KUFAHL, DETAILS THE PROGRAM.

Tell us about your program.

Wichita State University's (WSU) Cooperative Education and Work-Based Learning program is the largest of its kind in Kansas. The office is comprised of nine full time employees and six part time employees who serve WSU's six degree granting colleges (Business, Education, Engineering, Liberal Arts & Sciences, Fine Arts and Health Professions). During the 2009-2010 academic year the WSU Co-op office had 970 placements involving 697 students who earned 54,643 academic credit hours. These students worked 333,193 hours in their positions.

Why did you decide to revise your interview preparation process?

Students attend a Professional Practice Workshop (PPW) in which they receive information on our process, resume building, professional dress, interview information and workplace etiquette. Previously, the portion of the PPW dealing with interviews included a DVD of "Good Joe, Bad Joe," as well as a formal video on behavior based interviewing with employers and students acting the parts.

Feedback from some of our employers said that WSU students were great on paper (resume) but were just not performing as well as our peer institutions during the interview. This resulted in

internships and cooperative education opportunities located in Wichita being offered to students at other Kansas colleges outside of the city limits as well as neighboring states.

Students indicated to our office that they wanted more information about the different types of interviews. Many mentioned they were extremely nervous when it came time to talk with potential employers. We knew that students were interested in what employers had to say about effective interviewing in a short and to-the-point manner.

The staff as a whole began brainstorming how to help their students by way of updating techniques to serve the ever-changing millennial generation.

What does your new interview preparation process entail?

The staff created dynamic interview videos encompassing the support, ideas and innovation of employers and students. The videos feature expert advice and student examples and are embedded in the PowerPoint presentation we use during the PPW. The videos are also on our website and YouTube site and students are encouraged to view them at home as many times as they want in order to pull information for personal use. **They can prepare for an interview at any time with these new online resources.**



These videos have engaged our students and vastly improved their interviewing skills. The students are more interactive in the PPW, they ask more questions, and are excited to hear what fellow students and local employers have to say about interviewing.

What are the results of this new program?

We have hosted several events where employers interview our students. They have noted that our students are now more professional when they interview. In addition, students are telling us they feel more confident in interviewing. **We continue to see our students become more competitive** with local universities within the Wichita metro area, as well as, with larger universities in the state of Kansas.

This program was first implemented during the fall 2010 semester; therefore, no concrete quantitative data has been collected. Student evaluations and employer evaluations for quantitative data are beginning to be collected and plans to get employers' input about our students and how they can be better prepared for interviews are underway. This would be qualitative data and we will use it to enhance our process over time.

What advice would you give to other professionals in the field who might consider implementing this type of interview preparation process?

We recommend that others considering implementing these types of videos in their program use people that are comfortable in front of a video camera. In retrospect, we feel that some of our subjects outperformed others and

Links to all of Wichita State's interview preparation videos can be found at:
www.wichita.edu/thisis/offices/coop/

were able to deliver the information in a more effective manner. It is also important to use experts from companies that are recognizable to students in all majors. It is always important to pay attention to diversity and to allow representation from all majors if possible. Finally, this project does not need to be expensive. **Campus resources can be used to create a video that would be effective, yet low-cost.**

WICHITA STATE'S STUDENTS CAN LOG ONTO THE COOPERATIVE EDUCATION & WORKED BASED LEARNING'S WEBSITE TO ACCESS VIDEOS CONTAINING EXPERT ADVICE AND STUDENT EXAMPLES OF ANSWERS TO THE FOLLOWING INTERVIEW QUESTIONS:

- Tell me about yourself.
- Where do you see yourself in 5 years?
- What are your strengths?
- What are your weaknesses?
- Tell me about a time you had to work with a difficult person.
- Tell me about a time you had multiple projects due and how you managed your time and the projects.
- Tell me about a time you showed exceptional customer service. What was the situation and what was the outcome?

Beginnings By Bob Penkala, CEIA President

CEIA was established in 1962 by a core group of educators and employers to serve as the national leader in work-integrated learning. The first President of CEIA was Donald C. Hunt from the University of Detroit (U of D). Don served as President for two terms until 1965 at which point the rotation of educator and employer President began. Don served a third term as President from 1967-68.

This history of CEIA has a great deal of meaning for me personally. How could I have known in 1987 when my career services position search was in full swing that I would take my first position at U of D as the Business Co-op Coordinator? Over twenty years since Don led the charge to establish CEIA, he was still serving in a key role at U of D as Dean Emeritus in the co-op and career center. In August 1988, I began my first professional job in the field of cooperative education at U of D under the mentorship of Don Hunt. How great was that for me! I had the pleasure of not only meeting Don early in my career but also working with him directly and treasuring his great words of wisdom for my career as a co-op professional.

I quickly learned that there were other individuals across the country who were as strongly committed to work-integrated learning as was Don Hunt. Today, I am profoundly appreciative of the knowledgeable leaders and mentors that have helped guide me over the years. **Serving as the 49th President of CEIA I reflect back on those who have come before me to continue our founders’ legacy of creating quality work-integrated learning experiences.**

Our founders were:

- driven to establish and maintain excellence in combining work and classroom study
- innovative and able to best identify the immediate needs of the co-op partners (student-employer-educators)
- able to develop programs and experiences that were mutually beneficial
- enthusiastic about a strategy of learning by doing
- quick to take every opportunity to talk about co-op everywhere and with everyone.

Herman Schneider, Dean at the University of Cincinnati, invented and began the practice of cooperative education in 1906. The concept of working and then returning to campus to attend academic courses and repeating that cycle for an entire semester was most appealing to all partners. The approach was quickly proven effective and the rest is history.

And so it is that CEIA lives our Mission:

CEIA, the leader in work-integrated learning, provides a supportive member-driven learning community for participating students, educators and employers; influencing policy makers and leaders of thought; and forges partnerships with like-minded groups.

CEIA believes that students, employers, educational institutions and communities benefit from effective work-integrated learning programs.

CEIA believes that education can be enhanced through application in a structured work environment and that work provides an environment of continuous learning.

This edition of Experience magazine is dedicated to our roots, our history, our traditions, and our beginnings. **I encourage you to reflect on your beginnings and what keeps you connected to this outstanding practice of study and work.** Each one of us has a history to be shared with others. Many have already been or will be instrumental in shaping the future of work-integrated learning in our world.

Our work continues to change rapidly. **We are called to look into the future as Herman Schneider and Don Hunt did, make plans for a better way and experiment with new approaches to experiential learning within our organizations.** We are all called to be leaders in our work, and I ask you to carry on the traditions of CEIA as well as help set the course for a new day. My story is not so different than yours. Spend time talking with others about your beginnings!

Best wishes for a successful academic year!

Sincerely,

Robert S. Penkala
President, CEIA

Bob Penkala is the Director of Career and Employment Services at Macomb Community College.



DONALD HUNT
University of
Detroit-Mercy

Donald C. Hunt began his career as an engineering co-op student with Continental Aviation Corporation.

Following an early stint with General Motors, in 1936 Hunt joined the engineering faculty at the University of Detroit as Assistant Professor of aeronautical engineering and following several promotions, was appointed Dean of Cooperative Education, Career Planning & Placement Division. Dean Hunt’s influence reached far beyond the University of Detroit. He was a founding member of the National Cooperative Education Association and he founded The Midwest Center for Cooperative Education in 1971. The center trained more than 6,000 administrators, faculty and business leaders in techniques that integrated co-op into their academic and work environments. Additionally, he served in numerous leadership roles on a national, regional and local level. He also served as a consultant for many colleges and universities and for the US Department of Education. In addition to these significant accomplishments, he compiled and edited 5 editions of the book “50 Views of Cooperative Education” and authored “Legal Considerations in Cooperative Education Administration” and was published in a number of professional journals. //

State of CEIA By Peggy Harrier, Association Manager

For 48 years, CEIA has built a community of professionals through commitment, communication and connections. Our role as an association is to provide legendary service to our members and all who embrace work integrated learning as an essential part of the educational experience in preparing students to meet the challenges of the new global economy.

In fulfilling this responsibility, we have to first serve each other to achieve our shared vision. In this way we bring value to our work, our association, our community, and our country.

Having been involved in cooperative education for 27 years and a member of CEIA for most of these years, I am forever mindful of the opportunities I have had and the experiences that have enhanced my own professional development. A member of your Board of Directors since 2000, I have been fortunate to serve as your Region 4 Vice President, your President and now your Association Manager.

In 2011 CEIA continues to maintain its strength, vibrancy and leadership in the field of work integrated learning. A few significant membership benefits now offered by CEIA:

- CEIA, in partnership with the Australian Collaborative Education Network (ACEN), the Canadian Association for Cooperative Education (CAFCE) and the World Association of Cooperative Education (WACE) produces the **Journal of Cooperative Education and Internships**, an international publication on experiential education that focuses on internships, cooperative education and work-integrated learning. A new website has been designed to improve functionality and open access. As an author this could give your work a larger potential audience thereby increasing the impact of your work. As a guest, you can search abstracts and have access to the full-text manuscripts in PDF format.

- **Experience magazine** features best practice highlights, field trends, how-to articles and relevant information and resources for practitioners in the field of cooperative education and internships.
- The **Peer Resource Network** is made up of professionals who have demonstrated expertise and experience with work integrated programs in the career services, experiential education or college recruiting profession. Network members will provide information, support and follow-up, as well as recommend other CEIA members or resources when necessary. They may also assist with development of a proactive plan when appropriate.
- An interactive website has improved marketing of cooperative education & internships worldwide. We continually update and add features throughout the year.
 - Online membership Directory
 - Program Networks

- North American Directory
- Professional Development and Training
- Research and Grant Opportunities
- Recognition and Awards
- Resources – Practitioners Corner
- LinkedIn Group
- Online registration and membership

Check us out: www.ceiainc.org and let us know what we can do to serve you! Get involved in your organization – you'll be glad you did. CEIA is your resource to develop lasting relationships with like-minded colleagues all over the world.

Peggy Harrier is the Program Chair of the Business Technologies Division at Cincinnati State Technical and Community College.

A few of Peggy's CEIA highlights:



Internship Programs: How Can Standards Work For You?

By Beth Settje & Lisa Garza

Maybe you are just beginning to implement an internship program, redesigning a current one, or needing to demonstrate the effectiveness of an existing program. Maybe you need data for accreditation or to validate your program needs to administration for budgetary reasons. **Whether you are a new or seasoned professional within the internship community, there is an excellent resource right at your fingertips. There are internship program standards in place that provide a best practices guide to assist with program development, assessment, and improvement efforts.**

The Council for the Advancement of Standards in Higher Education (CAS) develops standards and guidelines to promote student learning outside the classroom. As stated on their website, www.cas.edu, “The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.”

CAS has developed standards in over 40 functional areas within higher education, including internship programs. Initially CEIA was an instrumental contributor to the CAS Internship Program (IP) Standards and CEIA continues to support their philosophy and mission today. **The CAS IP Standards are an effective tool for internship professionals to use to guide a self-assessment process, either large or small in scale. Using these standards provides structure to the process and lends legitimacy to the procedure. Adhering to these standards in your department and at your school demonstrates a strong commitment to the internship profession at large.**

In addition, the CAS IP Standards are effective because they address both credit and non-credit experiences. This guidance is valuable when developing or enhancing an internship program, especially when working with employers to clarify priorities. **As an internship professional you can refer to CAS IP Standards, letting the employer know that “whether the internship is for credit or not, the focus must be on learning and educational objectives, not just on hours accrued at the site.”** These standards also recognize there may be differences between an academic internship within academic affairs versus an internship under the student affairs umbrella; however, the idea is that all internship experiences should adhere to a set of guidelines in order to meet student learning goals. Having this legitimate and recognized methodology is an asset that can be easily utilized.

Mark Schappert, Associate Director of Career Services at Le Moyne College in Syracuse, NY, described how his college recognized a need for stronger internship programming. He had attended a professional development training and learned about the CAS standards, which he brought back to his school. There he worked with a multi-disciplinary committee, as a part of the school’s Middle States accreditation process, to develop a report regarding necessary internship program changes. He says, **“If working with administrators who want to move forward and make improvements, or faculty who are involved from their end, CAS provides structure and resources. CAS is something concrete you can use that arguably allows for a framework of excellence.”**

For departments or schools that are just starting their assessment process, it is important to try not to get intimidated by the standards. You might begin by reviewing the IP standards and identify sections that speak to you – what information is salient and relevant? You will likely find that there are guidelines within each

criterion which are already incorporated into your program, allowing you to focus on others that need improvement. Since internship programs differ greatly among institutions, there are some criteria which are discussed, debated, and compared more often than others. These include those related to the actual programs and how they are organized, the legal responsibilities of all parties (students, employers, and institutions), campus relations (with regard to communications between faculty/internship offices/career centers/etc.), and issues surrounding assessment and evaluation. Once you have earmarked these sections, take time to think about and review them with your colleagues if possible. You may find it useful to review your entire program or to focus on one or more areas that have the greatest possibility and need for improvement as you move your assessment forward.

Though the overall CAS IP Standards are broad and at times may seem too large to grasp, it is easy to pull ideas from them and make them fit into your program. Although Le Moyne College conducted their internship assessment several years ago, they are now moving forward with recommendations from the report. Says Schappert, **“If a department wants to make an impact, I would certainly recommend they review the CAS internship standards, focus on areas that specifically address weaknesses you may have, and see how the CAS addresses these topics.”** Schappert’s advice is to make the standards work for you – it “does not need to be all or nothing; find the elements that work for your department.”

Beginning an assessment process is usually the hardest part. Having a strong framework like the CAS IP Standards already in place to use as a guide can help you get started. **For more information about CAS, as well as details on how to obtain the IP self-assessment guide, please visit their website at www.cas.edu.**

Source: Council for the Advancement of Standards in Higher Education (2009). *CAS professional standards for higher education* (7th ed.).

Washington, DC: Author.

Beth Settje is Assistant Director of Internship Resources and Development at the University of Connecticut

Lisa Garza is an Associate Director, Career Center at the University of Texas at Dallas

The Accreditation Council For Cooperative Education: Setting Standards For Quality

By Dr. Sheri Dressler, ACCE Chair

Accreditation is a widely accepted peer review process by which standards are set as key benchmarks for measuring the quality of an organization. **Preparing for accreditation through a self-study process enables an organization to self diagnose its strengths and weaknesses and make decisions about operations to improve effectiveness and efficiency.** This can result in improved planning, implementation, and further evaluation, serving as a springboard for a more thoroughly developed program strategy. The site visit of the accreditation team validates the implementation of the strategy disclosed in the self-study and further reinforces the importance of the strategy to the program and to all levels of the institution.

With these things in mind, a group of dedicated co-op professionals founded the Accreditation Council for Cooperative Education (ACCE). The goal behind the formation of the ACCE was improvement of the field as a whole, allowing for diversity within the co-op community while maintaining the quality and integrity of this method of experiential education. **Our aim is to assist cooperative education programs in enhancing the quality of the educational experience for those students who participate and creating and developing experiential learning programs that meet the needs of all constituencies and contribute to meeting the mission of higher educational institutions.**



ACCE membership is comprised of programs or units that have current accreditation status as granted by ACCE. These members establish standards and procedures regarding ACCE accreditation, respond to suggestions and queries regarding those standards and procedures from recognized cooperative education organizations, provide training and mentorship to co-op programs, and serve as the body that grants accreditation in accordance with the established standards.

For more information, go to our web site at:
<http://www.co-opaccreditation.org/>

Is your program ready for ACCE accreditation?
Take this *easy self-study* and find out!

If you answer yes to most questions within each category below, you may want to consider investing time in documenting these facts through the ACCE self-study process and going through the accreditation process. Most of the program directors that have gone through the process estimate that the ACCE self-study takes approximately three working days. The written application can be submitted entirely online and at any time. Once an application is sent to the review team, the review team will review the application and work with the applicant to set up and complete a site-visit. The team will then submit a report and recommendation to the Accreditation Council for Cooperative Education to be decided through a vote of the Board Members. The accreditation process generally takes about 6 months.

MISSION AND GOALS	YES	NO
My cooperative education program has a mission and goals that are clearly defined and used to guide program activities		
My cooperative education program has a mission and goals that were developed through collaborative participation by key stakeholders		
My cooperative education program has a mission and goals that are periodically evaluated and approved by the host institution		
My cooperative education program has a mission and goals that are publicized to constituents and available to potential participants		
My cooperative education program has a mission and goals that are aligned with the institution's mission and goals and consistent with ACCE Standards		
INSTITUTIONAL RELATIONSHIPS	YES	NO
My cooperative education program is effectively the program integrated into the academic and administrative culture, policy, and practices of the institution		
My cooperative education program ensures that the academic nature of the program is maintained through activities including the awarding of academic credit		
My cooperative education program effectively places faculty in a role of program support, endorsement, development, and evaluation		
My cooperative education program has finances, staffing, and administrative processes that are sufficient to achieve program mission and goals		
My cooperative education program has qualified professionals to lead the program and to carry out program goals		
My cooperative education program has ethical standards that govern behavior of all program participants which are established, communicated, and periodically reviewed		
My cooperative education program has processes used to periodically evaluate program effectiveness		

EMPLOYERS	YES	NO
My cooperative education program has a process that ensures that employment locations are appropriate working/ learning environments and employers participate in the learning aspect of the program		
My cooperative education program has a process that ensures that work assignments are planned, professional, progressive, and supervised		
My cooperative education program has a process that ensures participating employers support program goals including providing compensation and opportunities for student development through multiple work assignments		
My cooperative education program has long term relationships with employers		
My cooperative education program has ethical standards that govern the conduct of program staff, employers, and students which are established, communicated, and periodically reviewed		
My cooperative education considers employer recommendations for program improvement in the program evaluation process		

Self-study continues on next page >

If you would like mentoring arranged by the ACCE Educational Services Chair contact:

Col. Warren Riles
Georgia Southern University
P.O. Box 8069
Statesboro, GA 30460-8069
(912) 478-5197
rileswl@georgiasouthern.edu

If you are ready to submit an application and want to get assistance in moving forward with the process, contact the Vice-Chair for Accreditation:

Dr. Cheryl Cates
Vice-Chair Accreditation
University of Cincinnati
PO Box 210115
Cincinnati, OH 45221
(513) 556-0333
Cheryl.Cates@uc.edu

“Professional Skills for the Workplace”
by Michael True By Jean Spahr



“Professional Skills for the Workplace” is a superb field guide that will prove most valuable to co-op and internship students. Mike True has written a text that is ideal for any student who will undertake a work/ learning experience and wants to prepare for professional success during the internship and beyond. It can be used during a concurrent course or independently. Internship and co-op program professionals will want to read, recommend, or require this text.

The information provided is the culmination of 20+ years of extensive experience in the field of experiential education. In addition to directing the highly regarded Internship Center at Messiah College, Mr. True is a popular presenter, a recipient of professional awards, and a recognized leader in the field of experiential education. He launched the Intern-Net listserv, which connects almost 800 internship colleagues nationally and internationally. True has worked extensively with the employer community and wrote a widely used booklet entitled “Starting and Maintaining a Quality Internship Program.” True, president of INTRUEITION, has designed an innovative web resource for students involved in internship and co-op experiences – Intern-Qube.com.

In his introduction, True tells students that “Gaining practical work experience related to your career goal is no longer an option. It is a critically important part of one’s education.... This work-integrated learning experience may be the key, which will unlock the door to a job or acceptance into the next phase of your education.” He describes the purpose of his book as a “modest attempt to help students develop professional skills.” These so-called “soft-skills” are highly desired by employers, but are often found lacking in today’s workforce, which makes this text a must-read.

True begins with a basic orientation to the internship process and then moves into subjects such as understanding organizational culture, working with

a supervisor and co-workers, dealing with workplace issues including stress and office politics, efficient and appropriate use of email/phone, and business etiquette. Important topics including ethical values, creativity, intuition, common courtesy, and lifestyle are also addressed.

The writing style is direct and the material presented references other subject experts and YouTube videos, plus websites leading to articles, blogs, and templates. A section with thought-provoking questions is at the end of the book; the student is asked to reflect and then blog/ journal. Excellent resource lists of books and websites are provided.

Mike True has produced an important field guide that will help interns or co-ops develop essential professional skills. It is appropriate for students at two-year or four-year institutions before, during, and after a work-integrated learning experience. The text is a valuable resource during an academic internship course and a lifeline for a student interning independently.

InternQube: Professional Skills for the Workplace. Michael True. Published 2011 by INTRUEITION, LLC. 137 pages. Available through InternQube.com @ \$11.95/single copy; multiple copy rates available.

Jean Spahr, Manager of Cooperative Education and Internship Program (retired), College of DuPage

STUDENT LEARNING ENVIRONMENT	YES	NO
My cooperative education program has participation criteria and implementation strategies that effectively support student learning outcomes and applies course content through its processes and procedures.		
My cooperative education program has a process in which work is structured and learning objectives are established to insure that major or career-related learning outcomes occur in real-world situations.		
My cooperative education program has formalized processes for the alternation of campus-based classroom study with multiple periods of work experience. Work sequences may be full time (40/hr/wk), part time (20 hr/wk) and/or combination, but others (e.g. yearlong assignments) may be acceptable if they are consistent with program goals and ACCE standards.		
My cooperative education program prepares students for work experiences, provides opportunities for students to reflect upon their learning, monitors students during their work assignments and debriefs students at the conclusion of their work assignments.		
My cooperative education program has established ethical standards governing student behavior which are communicated, and periodically reviewed.		
My cooperative education program demonstrates that the majority of students persist in fulfilling the minimum time requirement established in the program guidelines.		
My cooperative education program promotes the concept of progressive responsibility and documents that progression throughout the students' involvement with the program.		

STUDENT LEARNING OUTCOMES/ PROGRAM EFFECTIVENESS	YES	NO
My cooperative education program has an evaluation process in place through which results are used for improvement.		
My cooperative education program demonstrates that student learning achieved compliments or advances knowledge that is in alignment with the student's educational goals and the institution's educational goals.		
My cooperative education program has a process in which assessment of learning outcomes is in place for each work experience and a cumulative assessment for the entire co-op experience.		
My cooperative education program demonstrates that assessment results are used to improve the student learning experience		
My cooperative education program demonstrates that assessment results are used for program improvement.		
My cooperative education program demonstrates that assessment results are used by the institution and other departments, for instance to support institutional goals or to provide feedback into the classroom.		
My cooperative education program demonstrates that assessment results may be used to provide feedback into the classroom		
My cooperative education program demonstrates that assessment of the impact of participating on employers and faculty partners may be used to improve relationships and to document impact on the community and the classroom environment.		

Dr. Sheri Dressler is the Director, Office of Experiential Learning at the University of Central Florida

Work Is Good For You: Demonstrating The Value Of Integrated Work Experiences

By Deborah L. Worley

You've heard it before. You've probably said it before. It is good for students to get work experience related to their academic course of study during their undergraduate careers. In general, higher education scholars and practitioners believe that students benefit from completing integrated work experiences, like co-ops or internships. They enjoy a greater likelihood of finding career employment upon graduation (Callanan & Benzing, 2004; Linn, Ferguson, & Egart, 2004), have more realistic job expectations (Ng & Burke, 2006), and in general experience easier transitions into full-time workplace environments (Brown, 1984; Eames, 2003; Elfering et al, 2007). We use these beliefs to our advantage, whether it be to encourage more students to make the most of opportunities to gain work experience during college, or to help decision-makers on our respective campuses see the value of our programs. We are often charged in this age of accountability with providing tangible evidence to college and university budget committees, possibly even to policy makers in our respective states, that our programs are worth the money put into them. Put simply, are our programs meeting the outcomes that we set forth? Are we doing what we said we would do for students?

I recently wrote an article for the Journal of Cooperative Education & Internships titled, "The Benefits of Preparation: Examining the Relationship Between Integrated Work Experiences and Post-graduation Pursuits for Baccalaureate Completers". The article described an inquiry I made into the Beginning Postsecondary Students (BPS) Longitudinal Study, a large-scale national dataset from the National Center for Education Statistics. **I wanted to delve deeper into the impact that integrated work experiences have on students' preparation for future careers and graduate study, and I wanted to know about these relationships beyond institution-specific reports, statistics, and**

boundaries. In doing so, I surmised that students' participation levels in integrated work experiences were best positioned to respond to the questions concerning the value of these activities, particularly in how we help students position themselves to be competitive in a global marketplace or viable candidates for graduate school.

The results of the analysis, via logistic regression, supported general trends that professional skill development and career preparedness occur in greater proportions for students who participate in co-ops, internships, apprenticeships, or undergraduate research assistantships than those who did not participate in any of the aforementioned activities. With regard to enrollment status in graduate school, analysis showed that there were significant positive relationships for baccalaureate completers who participated in co-ops, internships, or undergraduate research assistantships. **There were two overarching themes to my query, expressed through discussion and implication of the findings, that might be helpful in structuring future research endeavors:**

• **Use a broad definition of integrated work experiences.** I made a deliberate choice to diversify the types of integrated work experiences that were investigated in this study to include co-ops, internships, apprenticeships, and undergraduate research assistantships, a necessary step that encouraged detailed findings about which forms of experience have the greatest return on investment for participants. For example, participating in undergraduate research assistantships yielded the highest probability for being employed upon graduation. Student participation in undergraduate research assistantships is not often considered as an integrated work experience in the same breath as "co-op" or "internship". In fact, the experience has, until now, been excluded from comparative

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investigations. The results of this study indicate that student participation in undergraduate research assistantships results in a similar outcome to that of more traditional forms of integrated work experiences.

• **Use a broad definition of post-graduation experiences.** In the context of this study, a desirable outcome for college graduates is that they are prepared for employment or enrollment in graduate school. Both pathways are viable options for completers of our experiential programs upon graduation, and it is interesting to see how the outcomes compare across integrated work experience types. For example, students who participate in co-ops, internships, or undergraduate research assistantships appear to develop transferable skill sets that increase their likelihood of going to graduate school, rather than developing skills that are applicable only in a traditional employment environment.

A significant take-away from this study is that there are alternatives to measuring accountability for non-academic postsecondary education activities. This approach represents a departure from other measures of effectiveness that are typically institutionally derived, such as student retention and graduation rates. **Using employment rates of graduates or graduate school enrollment numbers as an alternative form of measuring outcomes for students, institutions can consider their longitudinal effectiveness even beyond the point of baccalaureate completion.** In doing so, accountability has the potential to be an extraverted and forward-thinking activity rather than introspection into how well the institution performed.

Please visit www.ceiainc.org/journal to access the full journal article.

Deborah L. Worley is an Assistant Professor in the Department of Educational Leadership at the University of North Dakota. She is the 2011 recipient of the Ralph W. Tyler Award.

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Conference Spotlight: The Windy City Welcomes CEIA in 2012

By Helen Oloroso

CEIA IS HAPPY TO ANNOUNCE THAT ITS 49TH ANNUAL CONFERENCE WILL TAKE PLACE IN CHICAGO, ILLINOIS FROM APRIL 15TH TO THE 17TH, 2012. WORLD RENOWNED FOR ITS RICH ARCHITECTURAL HISTORY AND TRADITION, CHICAGO IS THE PERFECT PLACE TO COME FOR DISCUSSIONS ABOUT HOW WE WILL SHAPE OUR FUTURE IN THE FIELD OF COOPERATIVE EDUCATION AND INTERNSHIPS. JUST AS DANIEL BURNHAM, LOUIS SULLIVAN, FRANK LLOYD WRIGHT AND MIES VAN DER ROHE TOOK THE CITY FROM THE ASHES OF THE GREAT CHICAGO FIRE TO THE CREATION OF THE CHICAGO "SCHOOL" OF ARCHITECTURE AND GAVE THE WORLD THE SKYSCRAPER, WE WILL BUILD ON OUR HISTORY AND EXPLORE GREAT NEW IDEAS IN WORK INTEGRATED LEARNING.

In addition to its central location in the heart of the country, Chicago is readily accessible at the most reasonable airfares. It is served by Amtrak, Megabus and two airports – O'Hare and Midway. Public transportation will take you from any station or airport to the hotel.

The conference site is the beautiful Doubletree Hotel Chicago, Magnificent Mile. Situated midway between Michigan Avenue's great shopping and the world famous destination of Navy Pier, the hotel is offering conference participants the unbelievable room rate of \$95 per night (plus tax). In terms of value, this conference will be one of the most competitively priced professional development opportunities available anywhere.

This year's conference promises an innovative program, engaging speakers and numerous networking opportunities against the backdrop of one of America's most exciting cities. Highlights include:

PRE-CONFERENCE

- Pre-conference sessions will not only include professional development opportunities for newcomers and experienced professionals; sessions are also being planned on career interest instruments as well as an all-conference book discussion.

MONDAY

- Networking event, following the keynote speaker, that will provide participants with an opportunity to engage in poster sessions, roundtables and discussion with exhibitors.
- Specialized training will be available in the afternoon to new directors of co-op and internship programs.
- Monday evening will offer participants a variety of experiences that take advantage of Chicago's unique culture. Choices will include a sports event, a theater production, Second City and others.
- We will also offer group dining opportunities for those who want to meet and mingle with old friends and new colleagues.

TUESDAY

- Tuesday will focus on our industry partners, beginning with an Employer Breakfast, followed throughout the day by a track of sessions by and for employers.
- A special new feature of this year's program will also be "speed sessions" in which participants can move from one short presentation to another during the 90 minute slot, getting lots of great ideas in encapsulated form.

Please join us in Chicago! For more information on the conference including the agenda, registration information and the call for proposals please visit <http://www.ceiainc.org/conference>

Skokie

For additional information on the conference, please contact:

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Federal Pathways Program By Jill Lutz

In December 2010 President Obama signed an executive order creating the Pathways Program for students and college graduates. Pathways will be structured into three distinct programs that will aid government in identifying qualified employees in a non-discriminatory manner. The former Federal Career Intern Program (FCIP) ended in March 2011 amid much controversy, prompting the creation of the Pathways Program. Colleges and universities across the country should familiarize themselves with the new program to help aid their students and graduates in finding internships and job opportunities within the federal government.

- PATHWAYS IS DIVIDED INTO THREE PROGRAMS:
- 1) INTERNSHIP PROGRAM
 - 2) RECENT GRADUATES PROGRAM, AND
 - 3) PRESIDENTIAL MANAGEMENT FELLOWS (PMF) PROGRAM

THE NEW INTERNSHIP PROGRAM helps replace the controversial Federal Career Intern Program, which was ruled in November 2010 as being discriminatory against veterans, effectively excluding them from consideration for a federal government internship. The revamped program will house internships across all federal agencies. Expected implementation of the Internship Program will be at the end of 2011. Colleges and universities can still utilize the Student Career Experience Program (SCEP) and Student Temporary

Employment Program (STEP) for placement in federal agencies, but the new program will eventually change or phase out those programs. The Office of Personnel Management (OPM) recommends checking each agency's website for internship listings or www.usajobs.gov until the Internship Program is in place.

THE RECENT GRADUATES PROGRAM primarily will focus on students and graduates of community colleges, vocational schools, and technical schools. Selected students/graduates will work for two years within a federal government agency and can be placed into positions once the two year timeframe ends. Veterans can apply for this program within 6 years of graduating from a qualifying school, while other graduates must apply within 2 years. Current students can receive college credit for their work, if eligible. Like the Internship Program, full implementation is expected at the end of 2011. Colleges and schools interested in this program should monitor www.opm.gov for the latest information.

THE PRESIDENTIAL MANAGEMENT FELLOWS (PMF) PROGRAM will continue working with advanced degree students and recent graduates as it has for over the past 30 years. The existing program will become more streamlined, providing challenging leadership opportunities within federal agencies. The application process for the PMF program begins in October of each year and will end in April of the following year, with selected applicants attending a job fair in order to secure a position. More information on the PMF Program can be found at www.pmf.gov.

FAFSA & Co-op Earnings By Jill Lutz

For students and their families, completing the Free Application for Federal Student Aid (FAFSA) is a daunting but necessary task in the search for federal assistance to attend college. The 10-page application asks many different questions, but most importantly, the FAFSA asks questions related to income earnings from both the student and the student's parents or spouse.

The numerous questions related to both taxed and non-taxed income help determine the Expected Family Contribution, or EFC. The EFC is an estimated figure, but not a dollar amount, that will help determine the student's level of financial need on both the federal and state level.

In 2010, legislative changes were made regarding how Co-op wages affected the calculation of the Expected Family Contribution. Previously, Co-op wages were considered like wages from a regular job and would effectively reduce the amount of the student's financial aid award. Now these earnings, similar to work-study earnings, no longer affect the amount of financial aid a student can receive. The change in how Co-op wages are calculated is welcomed by many parents and spouses, especially those who have returned to school themselves and may be participating in Co-op programs to help support their families.

As always, questions regarding the FAFSA and the EFC is calculated should be directed to the school's Financial Aid office.

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