New Partnerships for a New Economy:

A Guide to Effectively Prepare STEM Students for Careers of Choice

By: Diane Podolske, PhD; Carol Dixon, MBA; Pamela Langford, MBA; and Rebecca Eddy, PhD
Photos by: Robert Whitehead
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The California State University is an important contributor to the fields of science, technology, engineering and math (STEM). With increased workforce demand over the last decade, it is more important than ever for the CSU to continue to develop innovative and collaborative approaches that provide engaging and hands-on experiences for students to pursue degrees and careers in the STEM fields. A robust, adaptable and innovative science sector for California’s future depends on strategic approaches that will help a diverse body of university students successfully enter the workforce.

This manual, developed by a collaborative team from California State University, San Bernardino, is a stellar example of how a partnership approach can spark the development of a nationally recognized program that is making a difference in students’ lives and positively impacting the STEM sectors in California.

CoyoteCareers has had tremendous success supporting Hispanic and low-income students in their pursuit of STEM careers. Through the use of this manual, we anticipate that you will be able to provide greater support for more students majoring in, graduating from and entering the workforce in STEM careers.

Charles B. Reed
Chancellor, The California State University
Message from President Albert K. Karnig

Higher education is quite unlike virtually all other venues. In private industry, as well as in many government entities, trade secrets and procedures are closely guarded. However, faculty and staff in universities and colleges are pleased to share their best practices with colleagues on other campuses.

At Cal State San Bernardino, we’ve developed a program that works exceedingly well. CoyoteCareers represents the remarkable creativity of the directors of our service learning, career development and alumni relations offices. As it’s sometimes said, necessity is the mother of invention. And in our case, after being hit hard by declining state budgets, these directors collaborated, aligned their goals and established innovative strategies that were highly worthy of external funding. The program, in turn, has helped our STEM students win the trifecta by staying in school, graduating and also finding meaningful employment.

Recognized as a model in 2011 both by CASE (Council for the Advancement and Support of Education) and NACE (National Association of Colleges and Employers), CoyoteCareers brings the university’s accomplished alumni together with STEM students to assist these students in exploring, preparing for and finding major-relevant internships and careers of choice.

But CoyoteCareers is more than a model for STEM student success; it’s an example of collaboration at its very best. And thanks to a Learn and Serve America grant awarded to the California State University system office, we’re now able to share our “trade secret” with you and others through this manual.

It gives me, the university and especially the key program directors great pleasure to outline this program in the hopes that it will offer a valuable set of practices for you and your colleagues in working to achieve more for your students and your campus.

Albert K. Karnig
President, California State University, San Bernardino

Message from the Partners

Welcome!

The pages within this manual describe an award-winning partnership that enhances STEM (science, technology, engineering and mathematics) student success while benefitting communities, our partners, our individual offices and the university overall. This partnership promotes student retention and employment while engaging our alumni, which are key goals at any higher education institution. Our collaboration of three of the most understaffed and underresourced offices on campus is unconventional, but we would argue that it points the way to new thinking about partnerships between university offices and faculty to address a common goal. The glue that holds the partnership together is the relationship among all of the partners and the shared goal of helping our students find and succeed in their careers of choice.

Our objective in writing this manual is to present a basic outline of CoyoteCareers and the lessons we have learned throughout the process. We have certainly made mistakes and adjustments during the implementation of the
program, and we hope that you will benefit from our experiences. We do not suggest that you exactly mimic CoyoteCareers, but rather view our program as a starting point for launching your own partnership that fits the needs of your students, your campus and your community.

We would like to thank the U.S. Department of Education – Title V HSI for providing the funding to create CoyoteCareers, and the Corporation for National and Community Service – Learn and Serve America for believing in the value of creating a manual to document our partnership. The California State University's Center for Community Engagement has provided key leadership in helping us tell our story, and its ongoing support and encouragement will not soon be forgotten.

We would like to hear from you as you implement your own version of this program! Please feel free to share with us at the e-mail address listed below.

Wishing you the very best of success with your new partnerships!

Diane, Carol, Pam and Rebecca
E-mail: coyotecareers@csusb.edu

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And all of our CoyoteCareers alumni, community partners, employers, and students!
PROGRAM OVERVIEW

WHAT IS COYOTECAREERS?

CoyoteCareers is a student success program that targets Hispanic and low-income students in the STEM fields. The program was funded by a 2007 U.S. Department of Education Title V grant and developed through a multidivisional collaboration between Community-University Partnerships (CUP), Alumni Affairs, and the Career Development Center at California State University, San Bernardino (CSUSB).

The CoyoteCareers program prepares students for, and connects them to, careers of choice by providing the following:

1. Tutoring in hard-to-pass gatekeeper courses;
2. Academic Career Education (ACE) training modules that include in-person and Web-based instruction;
I knew I needed work experience in order to get the job I wanted," shared Sanders. "My CoyoteCareers internship not only gave me that experience, but also gave me a leg-up to an actual position."

"The whole program gives students valuable experience to understanding their career path and the application of their education," continued Sanders. "The workshops helped me create a stronger résumé and interviewing skills, and the alumni I met proved to me that my goal was obtainable. I realized that if they could do it, so could I."

— Amanda (Rodriguez) Sanders
BS, chemistry and biology, 2008; MS, environmental sciences, 2010, CSUSB

Benefits

WHY SHOULD I CONSIDER A PROGRAM LIKE COYOTE CAREERS?

Now in operation for four years, the CoyoteCareers model has proven results. We have seen greater engagement of students, STEM faculty, alumni, the university and local nonprofit organizations. The CoyoteCareers model offers benefit to many. From all perspectives, this is a win! win! win!

THE BENEFITS FOR STUDENTS

CoyoteCareers helps students reach their academic and professional goals by offering:

• Opportunities to explore academic interests and career possibilities, helping students clarify their goals and their "calling";
• "Soft-skills" training that typically is not taught in the classroom and that prepares students to search and compete for good jobs;
• Tutoring support to complete required courses and eventually graduate;
• An opening to accomplished alumni professionals who have real-world experience and who can serve as role models and mentors;
• Opportunities to apply their knowledge and skills to meet the needs of a community or nonprofit organization;
• Connections to valuable paid internship experiences that can propel students into relevant jobs upon graduation; and
• Opportunities to begin building professional networks, increasing students' visibility among potential employers.

THE BENEFITS FOR FACULTY

CoyoteCareers helps faculty reach their teaching and research goals by offering:

• Engaging and relevant service-learning internships for their students that provide real-world experiences and allow students to apply their knowledge and skills for the common good;
THE BENEFITS FOR THE COMMUNITY AND LOCAL NONPROFIT ORGANIZATIONS

CoyoteCareers helps the local community and nonprofit organizations reach their goals by providing:

- A pool of skilled and knowledgeable students who are willing to address unmet community needs;
- A future experienced workforce ready to launch into their careers with a solid background of experience, knowledge and real-world application; and
- Opportunities for partnership and the potential for synergy and resource development.

THE BENEFITS FOR ALUMNI

Alumni look for ways to give back to their university—and give forward. They also are seeking opportunities for their own professional and personal growth. A program such as CoyoteCareers helps meet these needs by providing alumni with:

- Meaningful and time-specific opportunities to volunteer at their university and interact directly with students;
- The chance to help students develop their own career roadmaps by passing along hard-won career and life lessons;
- Direct access to a pool of well-prepared student interns and job-ready graduates;
- Additional career services and networking opportunities for their own professional advancement and development; and
- A way to reconnect with their alma mater and learn more about the university and students today.

THE BENEFITS FOR THE UNIVERSITY

CoyoteCareers helps the university reach its goals in many ways:

- Increased retention and graduation rates, especially among first-generation college students who otherwise may lack knowledge about career options, “soft skills” and professional connections needed to compete for good jobs;
- Engaged, active faculty who stay connected with students and have opportunities to partner with local nonprofit and government agencies to expand their application of knowledge and research;
- Goodwill in the local community, particularly among nonprofit organizations at which students are placed;
- More actively engaged alumni and an expanded base of volunteer support;
- A stronger pool of prospective philanthropic donors (Volunteers are two to six times more likely to give than those who do not volunteer for your university!); and
- A pipeline of future alumni donors who, while students, benefited from the services offered through the CoyoteCareers program.
Independently, the CoyoteCareers offerings are not particularly distinct but, in combination, they are formidable. The delivery of career soft skills instruction fills a gap that academic coursework does not address. But the CoyoteCareers program takes it to another level by combining soft skills instruction with alumni presenters. After making the alumni connection, students are then given a direct path to a service-learning internship where they can put their newfound skills into action while providing a benefit to the community. Through their alumni connections and work experiences, students are better prepared to meet the needs of today's workforce.

**Why Should I Develop a Partnership If I Don't Have a Grant?**

Although grant funding always is desirable, there are still significant advantages to forming strong alliances across your campus. Here are a few:

- **Sharing Expertise and Knowledge**
  The three offices involved with CoyoteCareers were able to share information on community partners, nonprofit employers, alumni recruiters, and student needs. The creativity of the program provided opportunities for the alumni affairs office to develop stronger affinity programs for alumni, the career center was able to access more employers, and the service-learning office received better prepared students.

- **Elevating Visibility and Value on Campus**
  CSUSB’s senior administration is made up of five different divisions, each headed by a vice president. Since the partnership was cross-divisional, each of the directors reported to a different vice president, which brought stronger representation to the senior management team of decision-makers.
PARTNER DEVELOPMENT

Throughout the history of higher education, universities and colleges have developed partnerships with their surrounding communities. Sometimes these partnerships were fairly superficial, with limited ongoing involvement and unequal benefit to both partners. External funding opportunities, new research on partnerships and the urgency of community needs have prompted a shift toward more purposeful community-university partnerships that involve negotiation, frequent communication and equal effort from all parties. CoyoteCareers is an example of a mutually beneficial, long-term partnership that engages community partners and alumni professionals as co-educators in creating meaningful service-learning experiences for STEM students.

• Providing Comprehensive and Personalized Services
Typically, when students participate in a career workshop, they complete the training, and we hope they will use what they have learned some day. However, with the CoyoteCareers program, the workshops lead to actual placements in service-learning internships that are within the students’ fields of choice. Students are required to immediately put their newfound skills to the test. Additionally, students are introduced to alumni mentors who can help them with their career questions.

The CoyoteCareers program matched up the career center, alumni affairs office and the service-learning office, but there are also many other combinations that could result in similar success stories for the students.
It is also important to do some due diligence about potential partners as you formulate your action plan. In some ways, the reputation of the university will be linked with the organization, so it is a good idea to be cautious and do your homework. Due diligence steps may include:

- verifying the agency’s nonprofit status on GuideStar or other websites;
- asking a trusted community stakeholder for recommendations/introductions; and
- conducting an Internet search and reviewing recent press about the agency.

**WHO SHOULD I CONSIDER AS AN OFF-CAMPUS PARTNER?**

Begin by developing a targeted list of local nonprofits, schools and government agencies that have missions that relate to the STEM fields. A great place to start is with your service-learning or community engagement office on campus, as they may have existing STEM partnerships and key community connections. STEM faculty and alumni affairs should be approached to add their names to the brainstormed list, and a visit to the career center could supply additional nonprofit resources. Internet searches may also provide valuable leads for your efforts. It is important to capture any individual names and specific contact information for these agencies, especially if the contacts are alumni or affiliated with the university in another way.

**HOW SHOULD I APPROACH OFF-CAMPUS PARTNERS?**

Once a target list has been generated, there are considerations to make in determining the order in which the potential partners should be contacted. It would be advisable to start with potential partners that are reasonably close to the campus and that have an interest in students from the larger STEM majors. For example, at CSUSB, the biology department has a large number of students, so we would start our partnership work with sites that may be interested in hosting biology students. Priority should also be given to partners who may have the name recognition to pull other partners to your program, i.e., city governments recruiting other city governments to participate, or larger nonprofits recruiting smaller nonprofits, etc. Just to get started, you may want to select some agencies that are already affiliated with the university, have alumni in leadership positions or have hosted students as interns or volunteers in the past. It will be important to show some early success in developing partnerships for your new STEM program to keep the program’s momentum high.
It is well worth your time to click through the CCPH website for additional information on creating your own partnerships, both with the community and on your campus.

**Memorandum of Understanding**

**HOW DO I FORMALIZE MY PARTNERSHIPS?**

A Memorandum of Understanding (MOU) is a signed agreement between two parties that describes the nature of the partnership and partner responsibilities. The MOU can be very elaborate or very simple, depending on the complexity of the work of the partnership and the roles that everyone will be playing. Typically, the MOU document details who the partners will be, what efforts will be undertaken by each partner, where the work will happen, when the work will be accomplished, and how the partnership will function. There are usually clauses about the length that the partnership agreement is in effect and how the partnership will dissolve if there are difficulties. No matter how carefully you plan, there will likely be some partnerships that do not yield the results you had hoped for. While the best solution is to negotiate for a better outcome, the termination clause in the MOU provides an agreed-upon method to dissolve the partnership, especially when money is involved.

It is equally important to have signed MOUs for both your off-campus and on-campus partners. On campus, MOUs often are less concerned with legalities and more likely to focus on the scope of work and the timeline. The MOU can be an important touchstone for your partnership during times of personnel changes, budget shortfalls and programmatic shifts.

One of the lessons learned in the development of CoyoteCareers was the importance of clear, detailed communication with our partners, starting at the exploratory meeting and continuing throughout the development of the MOU for the internship placement. It is helpful to create a written record of conversations with your partners, both to ensure you are in agreement and also as a guide for developing the MOU. On page 26 you will find a sample Partnership Development Worksheet to guide you through key information points you need to gather prior to MOU development.

**Guiding Principles**

**WHAT ELSE SHOULD I KEEP IN MIND WHEN DEVELOPING THESE PARTNERSHIPS?**

There are some general tenants of good partnerships that are helpful to keep in mind as you develop your relationships with new partners. Community-Campus Partnerships for Health (CCPH), [www.ccph.info](http://www.ccph.info), is a nonprofit organization dedicated to promoting health, in the broadest sense, by fostering partnerships between the community and universities. CCPH is long-recognized as a key leader in higher education partnership development, and has provided the field with its seminal *Guiding Principles of Good Community-Campus Partnerships* (October, 2006). These principles include:

- Partnerships form to serve a specific purpose and may take on new goals over time.
- Partners have agreed-upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The partnership balances power among partners and enables resources among partners to be shared.
- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure.
HOW DO I BEGIN THE PROCESS OF DEVELOPING A MEMORANDUM OF UNDERSTANDING AGREEMENT?

The university's contracts officer or your community engagement office already may have a boilerplate agreement that has been approved for community-university partnerships. Other good sources for MOU examples include academic departments like social work, nursing or teacher education, as they often need to sign agreements for students who are in practicums or other types of experiential education. Larger nonprofits and government agencies may have their own boilerplate agreements, which can be a starting point for negotiation.

If a boilerplate agreement does not exist, it is important to work with the person on your campus that is authorized to sign contracts on behalf of the university to ensure the language of the agreement is approved before it is sent to the community partner. The process of developing a boilerplate agreement for the university may entail consultation with the university's lawyer, so it is important to plan ahead and allow as much time as possible for the agreement to move through the official channels. For on-campus partnerships, a less formal agreement may be needed, but it is still important to spell out the expectations of both partners with a timeline for key supervisors or administrators to sign. These agreements will help keep everyone on track and will also serve as documentation of the agreement for personnel evaluations, annual reports and in the case of key personnel changes.

Please see www.calstate.edu/cce/resource_center/servlearn_risk.shtml for an MOU agreement template and many additional resources regarding risk management for your partnership activities.

Once the details have been worked out, it is time to sign the MOU or contract and officially start the partnership work. The university officials that are authorized to sign on behalf of the university usually are found in the purchasing or administration and finance offices. It is also possible that the university and community partner will choose to have a formal signing ceremony with appropriate publicity, and in that case there is typically an extra line in the MOU/contract for the president, provost or dean’s signature. The person who will sign

Partnership Development Worksheet

What are the goals for our program?

What are the goals for the organization with whom we are considering a partnership?

What are the strengths we can bring to the partnership?

What strengths do we think the proposed partner could bring?

With whom should we be talking?

Have these proposed partners worked together in the past? If so, how?

What information do we need to know/find out?

Might this proposed partnership increase the visibility of our efforts?

What should we be certain to include in a Memorandum of Understanding?
on behalf of the agency may be the president of the board of directors or agency CEO, and agreements with a school district are usually signed by an official in the district office.

**HOW DO I MAINTAIN MY PARTNERSHIPS?**

The core of every partnership is the relationship between the partners. Launching a new partnership can be fairly easy, but people often underestimate the time and energy it takes to sustain the partnership over time. The best partnerships occur when the partners have frequent, meaningful contact, which includes listening to each other, honest communication, and appreciation for both the strengths and limitations each partner brings to the relationship. Remember, high-quality partnerships require:

- impeccable follow-through on commitments;
- willingness to change and make adjustments;
- recognition of the partner’s efforts;
- co-ownership of the program’s success; and
- research and evaluation data sharing.

**Action Steps**

**ACTION STEPS IN DEVELOPING PARTNERSHIPS FOR YOUR NEW STEM PROGRAM**

1. Develop a plan for both the on- and off-campus partnerships you wish to cultivate. Preplanning will help you to prioritize the key partnerships necessary for program launch. Campus resources, such as your community engagement, career center or alumni affairs offices, will provide important guidance in targeting these lists.

2. Create new partnerships utilizing the tenants of high-quality partnership development. This will help eliminate problems later.

3. Develop and sign a Memorandum of Understanding (MOU) with all partners, including on-campus relationships. MOUs should include details about each partner’s contributions, timelines for completed work, and processes for partnership function.

4. Maintain the partnerships through impeccable follow-through, timely communication and shared ownership of the program’s success.

**Key Concepts**

**KEY CONCEPTS FOR SUCCESS**

- Utilize multiple sources to develop leads for potential STEM partnerships.
- Develop MOU agreements for both on- and off-campus partnerships.
- Allow enough time to get MOU agreements negotiated and signed.
- Spend adequate time and effort to maintain the partnerships.
Academic programs in the STEM disciplines present unique challenges because the entry-level courses for such subjects as biology, chemistry and physics are offered sequentially and, if a student fails a class within the sequence, it slows his/her progress toward graduation. Not to mention, there is a psychological impact of being held back. In fact, these sequential, low-pass courses often act as gatekeepers that prevent students from advancing in their majors. If students do not pass sequential courses, they may have to wait a year to retake a class, and most are not willing to start over. Students may get discouraged and think it is easier to change majors or to drop out of college.

One of the most effective academic methods of improving a student’s performance and retention in the STEM fields is through discipline-specific tutoring. Tutoring provides the academic assistance students need to thoroughly comprehend the difficult material, and peer tutors can help to build relationships and a support system to keep students engaged in learning.
The CoyoteCareers program funds the tutors, yet leaves the administrative oversight to each academic department. Implementation within the departments is typically managed by a faculty chair, faculty member, administrative assistant or department secretary who provides the following:

- selection of tutors and hiring process;
- timesheet management and reporting;
- determination of tutoring schedules and subjects covered; and
- location selection.

Because of the decentralized approach, it is necessary to properly define the responsibilities and terms of the tutoring agreements. Therefore, an MOU should be drafted between the academic departments and the office that serves as the funding source. Communication is essential so that important data is captured properly, finances are tracked, usage is recorded, and student tutors are paid on time. On the next page you will find a sample MOU.

### Helpful Tips

Departments have been successful scheduling tutoring to follow specific classes, and the location(s) may be in a lab setting, nearby break area or classroom. Timing and convenience are critical to the success of the program. Be careful that multiple locations do not compete for the same tutors. Hopefully, there will be enough qualified students available to handle the demand.

### Setting Up a Tutoring Program

#### WHAT IS THE BEST WAY TO SET UP A TUTORING PROGRAM?

At CSUSB, tutoring is offered to all students through the centrally located Learning Center. Initially, the Learning Center provided all of the CoyoteCareers tutoring support. However, due to student demand, three additional locations were added within the departments of biology, computer science and physics. Adding multiple locations can contribute to the retention and pass rates of students because students are more likely to use the tutoring program when it is easy to access. This is essential for attracting students and building a successful program.

### Benefits

#### WHAT ARE THE BENEFITS OF A STEM TUTORING PROGRAM?

The benefits of providing an effective tutoring program are numerous, and data can be linked directly to the academic performance of a student who has received tutoring services. In addition to the academic benefit, peer-to-peer tutoring can develop social skills and supportive relationships. The vocation of tutoring also helps to provide viable employment for those students who are advanced in difficult subject areas. It gives them work experience and provides a source for extra income during a tough economy.

Another benefit of offering tutoring services comes from the partnerships that are established between nonacademic departments and the faculty. Tutoring is a great way to gain faculty support because it provides a direct link to academic service and can bring assistance to underfunded departments.

### TUTORING STRUCTURE

![Tutoring Structure Diagram]

### Outcome

Students receive additional support for low-pass classes; improve grades and retention.

### Action

Provide additional tutoring in low-pass classes.
**COYOTE CAREERS MOU**  
**Tutoring Agreement**

This Memorandum of Understanding outlines the terms, conditions, and departmental responsibilities for participants in the CoyoteCareers tutoring program.

**Department/Course:**  
CSCI 201 and/or CSCI 202 (for Computer Science majors)

**Responsible Party (Department Chair):** Dr. Type  
Phone: (909) 555.5555  
Room Number: JB-555  
E-mail: type@csusb.edu

**Daily Contact (Administrator):** Dr. Science  
Phone: (909) 555.5555  
Room Number: JB-555  
E-mail: science@csusb.edu

**Department Admin:** Joe Coyote  
Phone: (909) 555.5555  
Room Number: JB-555  
E-mail: joecoyote@csusb.edu

**Quarter:** Winter, 2010  
**# of Tutors:** 2

**Budget:** $2,000  
**# of Hours:** 200 hours @ $10 per hour

**The department is responsible for providing:**

- Supervision and scheduling of the tutor’s hours.
- An appropriate location for the tutoring to take place.
- A responsible person to sign off on all timesheets to verify time worked.
- All statistical data properly tracked and submitted, including satisfaction surveys.

The data is to be forwarded to CoyoteCareers on a quarterly basis.  
Send to: CoyoteCareers Representative@CoyoteCareers.edu

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**Procedure for payment:**

- All tutors must be hired through the CoyoteCareers grant (Foundation).
- Tutors should be instructed to sign up on the Foundation payroll. The paperwork will include an application and several employment forms for hiring.
- The students must complete the paperwork and return it to Foundation Human Resources.
- The Department Admin must e-mail DepartmentAdmin@CoyoteCareers.edu with the name of the student, and he/she will create the employment forms that will go to Foundation Human Resources.
- The Project Director will sign the employment forms before they are forwarded to Human Resources.
- Students are not allowed to work more than 20 hours a week (including any other employment they may have with the Foundation).
- The current pay rate is $10.00 per hour.
- The designated department administrator (Admin or Chair) will need to sign off on the biweekly timesheets to verify student work hours. Timesheets can then be forwarded.

**The following critical information will be needed for all tutoring sessions:**

- The number of hours provided—We need a schedule from the department of the number of hours offered for each week and per quarter.
- The number of unique visitors and number of visits to the tutoring session/hours used.
- This form should be filled out by each tutor, each week with the following information:
  - student ID
  - student name
  - time in & time out (to calculate total time in session)
  - class # seeking for tutoring session
  - tutor name
- Satisfaction surveys will be forwarded to the department for collection as needed.

This tutoring commitment will last for 1 quarter and may be renewed upon satisfactory progress and available funds.
“My Coyote Careers tutor has given me the knowledge and the confidence to succeed in my major.”
—Sandy Coronado, senior, CSUSB

**Action Steps**

**ACTION STEPS TO DEVELOP A TUTORING PROGRAM**

To build a successful STEM tutoring program on your campus:

1. Identify key courses with low pass rates to determine where tutoring support is needed. By understanding where the roadblocks are to completing a degree program, resources can be managed to encourage retention where support is most needed. These statistics can generally be found with your institutional research department or your undergraduate studies office.

2. Determine whether the tutoring will be centralized, decentralized or a combination of both; then determine the appropriate location on your campus—whether it is a centralized learning center, the academic department, a student success center, or other area where tutoring should take place. Do not be afraid of enlisting multiple hosts if they contribute to the retention and pass rates of students.

3. Contact your learning center, success center or other appropriate academic departments to determine their interests in partnering.

4. Develop an MOU that outlines responsibilities and be sure to include the following details:
   a. For which courses will you offer tutoring? Be specific, using course numbers such as Biology 201, 202 and 203. This will ensure that the tutors’ time is spent in the areas that need the most support (i.e., low-pass classes).

   b. Determine the budget: How many student tutors? How many hours per week? How much per hour?

   c. Determine logistics: Where will the tutoring take place? Who will hire the tutors? Who will process the hiring paperwork? Who will sign the timesheets? How will the tutoring hours

With the addition of departmental tutoring and the augmentation of the Learning Center tutoring hours, students are provided a free, much-needed service in an area that would otherwise cost them $14 or more per hour; as well as the time and effort needed to locate and hire a tutor on their own.

By marketing the tutoring services to the specific classes that receive support, word-of-mouth is generally the best mode of advertising. Announcements in classrooms (again, faculty play an important role), e-mail distribution, and flyers posted in or near the classrooms can help to capture student interest, but it is the person-to-person contact that drives most of the marketing.
When preparing to enter the workforce, students need “soft-skills” preparation as well as academic knowledge. Soft skills refer to the personal attitudes, social savvy, work ethic and professionalism needed to succeed in the workplace. Students are very receptive to learning about soft-skills preparation. Once they understand how their appearance, demeanor and behavior can influence their professional career, they can use their newfound skills to become more successful. First-generation college graduates may not have role models who can provide guidance in these areas, and the need to develop soft skills may not be apparent to them. It has become one of the many charges of the career center to provide the training, expertise and advice to better prepare students to adjust to their new career paths. The CoyoteCareers program provides Academic Career Education modules to serve this purpose.

ACADEMIC CAREER EDUCATION (ACE) MODULE DEVELOPMENT

When preparing to enter the workforce, students need “soft-skills” preparation as well as academic knowledge. Soft skills refer to the personal attitudes, social savvy, work ethic and professionalism needed to succeed in the workplace. Students are very receptive to learning about soft-skills preparation. Once they understand how their appearance, demeanor and behavior can influence their professional career, they can use their newfound skills to become more successful. First-generation college graduates may not have role models who can provide guidance in these areas, and the need to develop soft skills may not be apparent to them. It has become one of the many charges of the career center to provide the training, expertise and advice to better prepare students to adjust to their new career paths. The CoyoteCareers program provides Academic Career Education modules to serve this purpose.

Key Concepts

KEY CONCEPTS FOR SUCCESS

- Provide academic support to STEM students during their critical first year.
- Develop the academic support partnerships and agreements with academic departments and others.
- Spread the word so that students know there is help available.
Developing ACE Modules

**HOW WILL I BEGIN TO DEVELOP MY ACE MODULES?**

Building appropriate Academic Career Education (ACE) modules for your program can provide the foundation for students to learn and understand the process of transitioning from college to career. The modules create a safe learning environment for receiving coaching, advice, and tried-and-true methods for entering the workforce and succeeding in a professional career. Alumni professionals in the appropriate fields can be especially helpful in delivering this course content, as students may relate more readily to these credible experts who have “been there, and done that.” These successful alumni who are willing to tell their stories can help students see where they might be in another five or 10 years.

Developing curriculum for ACE Modules is nothing new for most career centers. There is a wealth of information available on a wide variety of topics such as résumé writing, interview skills, job search and workplace etiquette. These resources can be repackaged to address your student/employer needs. Although colleges and universities educate students in their academic disciplines, the actual process and knowledge of how to find a job, get hired and succeed on the job is rarely taught in the classroom. ACE modules can fulfill that need.

**HOW SHOULD I DETERMINE THE ACE MODULE TOPICS?**

Employers can provide excellent feedback regarding the specific areas in which students are perceived to have deficiencies, and students also can be consulted to understand their perspectives. To develop the modules, it is helpful to use both student data and employer data when determining the most important topics to include in the program. Make sure to survey both groups in order to determine what the needs are. Here are some common questions that students may have regarding the transition from college to a career:

- **Professionalism:** What kind of behaviors are appropriate in a professional work environment?
- **Understanding expectations:** How do the expectations of my boss differ from a professor?
- **Attire:** How does my appearance influence those around me when I am on the job or interviewing for one?

Here are some common concerns employers encounter when working with recent graduates:

- **Professionalism:** Why don’t they understand the importance of being on time, staying off their cell phones, and showing respect to their colleagues?
- **Understanding expectations:** Why do they want to “run the show”? Why don’t they understand their role as the newest member of the team or as a support person to someone leading the initiative?
- **Attire:** Why don’t they know proper business attire? Why do they dress inappropriately or too casually?

**Sample Modules**

**WHAT ACE MODULES DID COYOTECAREERS OFFER?**

The common themes identified by students and employers were the basis from which the 10 Academic Career Education modules were developed. These were the modules presented by CoyoteCareers:

1. CPR: Creating the Perfect Résumé
2. Job Search 101: Choosing the Right Employer
3. You’re Hired! Ace the Interview and Trump the Competition

Be sure to create attention-grabbing titles for your workshop or modules to attract student interest.
The day also included four ACE module workshops that educated students on the following topics: getting into medical/graduate school, writing a personal statement, creating the perfect résumé, and what can I do with this major. The event was sponsored by student clubs and organizations.

**Working With Partners**

**HOW CAN I ENCOURAGE FACULTY ENGAGEMENT?**

Faculty endorsement is essential to get STEM students to attend the ACE modules. The modules can be used to augment student learning and many STEM faculty are appreciative of the career training and the assistance the program provides. There are many ways to get faculty support including:

- Offer alternate instruction for a class with career information when the instructor is absent.
- Ask a professor to include the career training on his/her syllabus.
- Provide a homework assignment for students when professors want to give extra-credit assignments.
- Contact alumni to serve as module presenters for specific classes.
- Share information and research about alumni and their career success.

**WHAT IS THE BEST WAY TO WORK WITH THE CAREER CENTER?**

Much of the material needed to offer the ACE modules can be found in your career center. The concepts, techniques and tips for getting a job are readily available from this rich resource. While the career center may already have all of the tools and resources to support students’ career education, the key is to retool the resources to support the unique needs of STEM students. By taking this approach, your efforts will contribute to the career center rather than compete with it. Effective partnerships will generate higher-quality training programs and, ultimately, the students will benefit. Although the workshops are based on general career development concepts, it is important to work with the STEM faculty and alumni participants who are experts in the field when developing a module.
Scheduling workshops in the CSUSB Career Center provided visibility for the Center and gave STEM students exposure to additional resources they might not have considered. According to Career Center data, STEM majors rated the lowest in terms of total usage of the Center, so holding workshops helped to drive traffic to the Center. Classroom visits are the most successful because of the guaranteed target audience. However, getting access to STEM classrooms may be one of the most difficult ways to access this population due to the time constraints of the academic instruction.

Marketing

HOW CAN I MARKET A SUCCESSFUL PROGRAM?

Develop a marketing plan early and be sure to include a timeline. Do the research to determine appropriate deadlines for getting marketing materials developed and include distribution methods. Be sure the printed materials are ready to go in a timely manner, and create one piece that defines the look and feel of the program and use it repeatedly so that the message remains clear and is well communicated in all mediums. It should be a priority to develop a marketable brand identity.

Possible ways to market the program:

ELECTRONIC RESOURCES

- website (departmental and general site to support the brand)
- Facebook
- NaceLink, Symplicity or other online job posting website
- e-mails (targeted to students and campuswide)
- Twitter
- quarterly newsletter
- text announcements
- links to departmental website pages and partners
- vendors like Constant Contact to keep track of e-mails

HOW DO THE ALUMNI PRESENTERS FIT IN?

One of the most exciting components of CoyoteCareers is the inclusion of alumni participants. Generally students do not have the connections to get a job in their fields of choice and they lack “real world” knowledge. The CoyoteCareers motto is “It’s Who and What You Know,” and this program supplies the “who” by bringing in successful alumni who can share their expertise and provide advice, insight and mentorship to these students.

Alumni can be selected for many reasons. Factors may include: their field of expertise, ability to lecture, interest in giving back to the university, availability and geographic location. With an updated alumni database, the CoyoteCareers program relied upon the alumni affairs office to identify potential workshop presenter candidates. Alumni were also located through departmental contacts, faculty and current files of regular friends of the university. Once the alumni presenters are selected, some prefer to develop their own presentations on a topic, but others may ask for assistance. If they need additional guidance, be sure to familiarize them with the workshop curriculum so they can tailor their remarks to deliver the major points of instruction.

WHAT SHOULD I KNOW ABOUT SCHEDULING LOGISTICS?

CoyoteCareers presented a minimum of 10 modules per quarter. Some of the modules, such as “Earn While You Learn, Maximizing Your Internship,” were repeated in order to incorporate specific course instruction. The coordination of alumni availability and room availability on campus can be concerns and, therefore, deadlines should be established. For example, set a deadline to secure all presenters and room locations two weeks prior to the start of the quarter or semester. By developing the workshop schedules early, more time is available to develop flyers and other materials, as well as market the series to faculty and students.

“I was always taught to work smarter and not harder, and CoyoteCareers was one of the smartest decisions because I was able to network with government agencies. One of which was the USDA where I had an internship for the summer with the Forest Service and at the conclusion of my education, I will have a job waiting for me.”

— Nancy Morales
CSUSB Student
Although the majority of the marketing materials state that the program is for the STEM student population, other students may also benefit from the modules. Regardless of major, students are always welcome to participate and to receive any training that the STEM students have experienced. Who knows, perhaps they will become STEM converts?

Online Program

WHY SHOULD I DEVELOP AN ONLINE PROGRAM?

Today's computer-savvy students rely upon technology to give them the answers to nearly every question they have. Career training is no exception. Many students only feel the need to contact the career center when they are up against a deadline. If they have a job interview on Monday at 9 a.m., they will surely call the career center at 4 p.m. on Friday to get help. Rather than disappoint these last-minute students, an online career support program can provide key information 24/7.

WHAT SHOULD I DO TO DEVELOP AN ONLINE PROGRAM?

The online training portion of the ACE module development is perhaps the hardest step in the process. Material that is taught in a classroom can lose its effectiveness when students are learning things on their own through the computer. It is important to evaluate whether a topic presents well online. Some subjects are naturally adaptive, but others are difficult to communicate. It is essential to engage students with content that would otherwise be unavailable during the learning process. One solution CoyoteCareers had was to keep the online content interesting and to integrate alumni participation through the development of a video series called “Day in the Life.” These videos documented an average day in the life of several alumni employed in STEM field careers.

PRINTED MATERIALS

- bookstore bag stuffing
- ads in the campus class schedule publication
- flyers and posters
- annual calendar postings in the student planner
- sandwich boards placed at key locations
- brochures

IN-PERSON PROMOTION

- presentations at freshman seminar
- presentations at new student orientations
- classroom announcements whenever possible
- promotion through appropriate clubs and organizations (like the math club or physics club)
- distribution of giveaways (key chains, padfolios, t-shirts, etc.)
- cultivation of the faculty through personal visits and word of mouth

PRESS RELATIONS

- Send press releases to the college newspaper, community newspapers and major dailies.
- Nominate your program and members for national awards and recognition.

Helpful Tips

Be sure to wear name badges and shirts with logos during presentations to build your market brand.
“Day in the Life” Videos

To augment a module that deals with career choices, such as “What Can I Do with This Major?,” a video crew went out and shot footage of several alumni presenters while on the job. The alumni were selected for their diverse career paths and their availability to be filmed on site. The videos were 3 to 7 minutes in length and were shot in a “question and answer” style where the speaker addressed questions that a typical college student might have. For example, a forensic scientist was asked if her job was similar to that in the television show CSI. From the beginning, the alumna’s response cleared up any misunderstandings about forensics work that are portrayed on television. The alumna also explained what really happens during a typical day. Developing a variety of “Day in the Life” examples can provide insider information for students who are contemplating a variety of careers, and it also gives them exposure to what an actual day is like when working in a specific field.

On the following page are sample interview questions for “Day in the Life” videotaping.

Be sure that all modules and online training programs are ADA compliant.
The best part of my job, I believe, is the fact that the work I’m doing can be used to help improve the lives of people around the world with cancer, and hospitals around the world are able to use our software to help treat various types of cancer.

In the software industry, there are many jobs that have the title “software engineer.” While that title may be the same in many companies, the actual details of that job can vary quite greatly. One of the greatest ways is that different skills are required—perhaps different programming languages are required, or even different responsibilities. So, depending on the type of product that is produced, a particular company can require a unique skills set that maybe a different company doesn’t require.

Cal State San Bernardino was extremely vital in preparing me for my career. Through my involvement with the student ambassador society and the student alumni association, I was able to build a strong network of contacts that allowed me to not only be successful in school, but also allowed me to obtain my goals in my professional career as well. And, finally, the department of computer science engineering gave me the skills that I use every day as a software engineer and that I will continue to use as I grow and excel in my career.

Probably one of the aspects of my job that I wish someone had told me about is how important deadlines are. In my job, deadlines are very important, failure is not an option; and there are certain times that you need to make sacrifices in your personal life in order to ensure that deadlines are met. At first that was a challenge for me to overcome, but over time in my career I have realized that is definitely a vital aspect of this career, and I am willing to make those sacrifices.

I chose software engineer as my lifelong career because it allows me to solve complex problems using software. I’m able to use my strong analytical, scientific and mathematical skills to solve these complex problems.

Software engineer is a good match for my personality, me being an introverted person. There are many times during the course of software development where a piece of a project is given to me, as
My field allows for vertical and horizontal growth in several different ways. Considering horizontal growth, it is possible to gain a number of skills in different programming languages, learning different techniques to solve the problems. Basically, it is equipping your toolbox with additional tools. They can be used to further your experience and also to solve more complex problems, and I believe the horizontal growth is what contributes to vertical growth. When you become a more experienced engineer and you have additional skills, then you’re given more complex problems, you’re given greater responsibilities, and you’re even possibly able to provide insight or lead more junior engineers.

My contacts at CSUSB were vital to putting me at the right place at the right time and, looking back, quite literally one phone call changed my life and allowed me to go down the path that I’m on right now in my career.

My personal career aspirations go along with my education aspirations. I would like to earn a doctorate in engineering and serve as a senior-level engineer, applying those higher-level engineering skills to solve even more complex problems.

Depending where you go, yes! At Intel, for example, a lot of the very high-level research scientist positions require a PhD.

Depending on the company or field that you would like to pursue, advancement may require a higher degree. For example, more research-oriented companies may require, at a minimum, a master’s degree or even a PhD in order to have access to different projects, or to work on different aspects of that particular field, and those are simply areas that someone with maybe just a bachelor’s or even a master’s degree cannot access.
Sometimes campus departments can get overwhelmed with projects that become university priorities. This can hurt the best-laid plans. Developing a realistic timeline is a must, and having a contingency plan is also a good option. Do not neglect the possibility of hiring outside professionals. They may be able to provide a more timely service than just using an on-campus resource.

**CAN I INCORPORATE OTHER ONLINE TRAINING MATERIALS?**

When preparing the online training portion, utilize other resources that can be created internally or purchased to illustrate points.

For example, “Optimal Résumé” is a commercial product that takes a student through the step-by-step process of writing a résumé. It provides examples and automatically formats information into a readily usable résumé. By adding a link to Optimal Résumé from the online résumé module, a student can directly access a user-friendly tool that will help teach them how to create a résumé. This tool does not replace the additional training that the module must provide. The general uses of a résumé, the purpose and typical formats must be explained so that students are able to use the training program properly with a solid background and good judgment. Examples of professional résumés can be posted, and critiques may be utilized to show the difference between a well-written résumé and an insufficient one.

There are many commercial products on the market and many free training programs as well, such as the governmental site O*Net (www.onetonline.org). Adding links to these sites can strengthen the online support and keep the training hands-on.

**WHO CAN HELP ME WITH THE VIDEO PRODUCTION?**

One of the keys to sustainability for the CoyoteCareers program was capturing the alumni presenters on film. Since their input provided the greatest unique contribution to the program, it was essential to record the content. To accomplish this task, the CoyoteCareers program hired the services of the on-campus Department of Academic Computing and Media Services. An MOU was developed that spelled out the program’s expectations through a specific “payment for production” schedule that was agreed to by both parties and strictly adhered to. By putting the expectations in writing and assigning a dollar value to each step of the project, we were able to progress at an acceptable pace.
ACTION STEPS TO DEVELOP AN ACE WORKSHOP PROGRAM

1. Determine the topics and content of the modules you will present. Work collaboratively and include student, employer, faculty and staff feedback.

2. Write the module content and develop PowerPoint presentations and outlines to assist with instruction and as a guideline for the alumni presenters.

3. Select the alumni presenters, and familiarize them with the materials.

4. Plan and schedule the workshops. Don’t be afraid to use a variety of locations, including classrooms, the career center and other spaces located near the STEM programs.

5. Advertise and market the modules to the students.

6. Follow up with alumni presenters and other potential candidates to secure “Day in the Life” video segments.

7. Develop the questions and obtain permission to film the alumni at their places of work.

8. Hire a knowledgeable film crew with good editing skills. Be sure to draft an agreement to ensure production deadlines are met.

9. Post the course content online through Blackboard or on your website. Be sure to provide 24/7 access to appropriate students.

10. Get feedback through surveys and focus groups, and be sure to manage the program accordingly.

KEY CONCEPTS FOR SUCCESS

- Do not reinvent the wheel. Use workshop material that is readily available; however, be prepared to retool the content to meet your program needs.

- Contact your alumni to serve as workshop presenters, and be sure to cultivate those relationships.

- Expand your program online, and use the Internet to deliver content 24/7.
ALUMNI ENGAGEMENT

Whether your alumni relations program is well established, on its way up or just getting started, all share the same purpose—to engage current and former students so they will be more likely to support their alma mater when called upon. If your campus is similar to CSUSB, where most students have a nontraditional college experience, then probably you have found tried-and-true alumni programming, such as homecoming and class reunions, may not be what appeal to and attract your current and future alumni. But even if your students enjoy a traditional college experience, a program such as CoyoteCareers represents a creative and collaborative approach to leverage resources, serve and engage alumni, and build affinity and loyalty among current and former students.
An important part of serving students—and beginning a continuum of lifetime involvement with the university—is helping students understand that they are alumni-in-the-making. CoyoteCareers helps to build awareness of the alumni relations program and teach students how to be engaged alumni.

Engaging Alumni

HOW WILL A PROGRAM LIKE COYOTECAREERS HELP ME ENGAGE MY ALUMNI?

All colleges and universities are seeking external support, including those that are publicly funded. Alumni are an institution’s largest constituency and potential base of philanthropic support; yet, alumni charitable giving to higher education has been declining steadily, dropping to a record low in 2010. This alarming trend underscores the need for universities to find innovative approaches to re-engage alumni and encourage their participation.

While alumni giving may be on the decline, the good news is that volunteer rates continue to increase. But if an institution fails to provide engagement opportunities that are intellectually stimulating to alumni or that bring clear value or high impact, alumni volunteers almost certainly will fall away. CoyoteCareers offers an array of compelling and time-bound ways in which alumni may give back to their alma mater and its students. For example, alumni may participate as:

- **Career workshop presenters**, facilitating sessions to help students get the tools they need to be competitive in today’s job market.
- **Career panelists**, joining fellow alumni to share advice on choosing an academic major and entering a particular profession.
- **Mentors**, sharing career experiences and having direct input on the professional direction of a current student.
- **Résumé reviewers**, providing constructive feedback to help boost students’ chances of reaching the interview stage of the job search.
- **Mock interviewers**, helping students present themselves professionally and sharpen their interviewing techniques.
- **Internship supervisors**, mentoring students in the workplace and helping them put their education to practice.
- **Employers**, recruiting graduates for entry-level or experienced job openings.
- **Networking hosts**, planning or holding networking events to help facilitate student and alumni connections.

Benefits

WHAT ARE THE BENEFITS FOR AN ALUMNI RELATIONS PROGRAM?

It is the aim of any alumni relations program to reconnect with and involve its alumni in the life of the university, whether as donors, volunteer leaders, ambassadors, employers and/or advocates. CoyoteCareers is enabling CSUSB to engage alumni who have “made it” in their careers, as well as build lifelong affinity with students, by helping these future alumni land good jobs upon graduation. Consider how a program like CoyoteCareers might help your alumni relations department:

- Provide worthwhile opportunities in which to engage your accomplished alumni.
- Enhance the quality of the student experience, thereby strengthening students’ connections to the university.
- Meet top needs expressed by students and alumni—finding jobs and advancing in careers.
- Offer real opportunities to connect with otherwise unknown or “undiscovered” alumni.
- Identify and build future members, donors and volunteer leaders.
- Reach students—particularly juniors and seniors—and teach them, through the example of alumni volunteers, what it means to be active, loyal alumni.
- Leverage resources and strengthen the value of alumni relations through strategic partnerships with other interested campus departments, such as career services and the service-learning office.

Barrier

Underrepresented students lack connections to accomplished alumni in career fields of interest; low alumni affinity and engagement.

Action

Update alumni database, establish the Hispanic alumni chapter and provide networking opportunities.

Outcome

Cultivate more engaged alumni through improved database, volunteer opportunities, networking and sharing.

Helpful Tips

An important part of serving students—and beginning a continuum of lifetime involvement with the university—is helping students understand that they are alumni-in-the-making. CoyoteCareers helps to build awareness of the alumni relations program and teach students how to be engaged alumni.
Alumni represent a relatively untapped source of “experts” who are working in a wide spectrum of professions and fields. You will find your alumni, almost without exception, are flattered to be asked to return to campus to share their expertise and “road-to-success” stories with today’s students. In fact, most alumni who participate in one or more aspects of CSUSB’s CoyoteCareers program lament that such opportunities to learn from those who came before them were not available when they were students!

Finding Alumni

HOWN DO I FIND THE RIGHT ALUMNI?

What makes for good alumni volunteers? And how do you find and recruit the right volunteers for your program?

First and foremost, look for alumni who are considered accomplished in their chosen industries and/or who are experts on the career topics on which they will be speaking or giving advice. Especially in cases where alumni will be asked to present career education workshops or serve on panels, it is key that they be dynamic public speakers who can capture the attention of, and engage, workshop participants.

In general, you want to involve alumni who are reliable and on whom you reasonably can count to show up when they have committed to be there. It also is important that alumni volunteers be accessible and responsive to you and your staff so that periodically checking in to finalize and confirm details can be done relatively easily.

Finally and ideally, seek alumni volunteers who enjoy positive feelings about their university and who appreciate their educational experience and its impact on their professional success. You will find that this strong affinity to and pride in their alma mater often is conveyed in their workshop presentations, as well as in networking and other situations where alumni volunteers interact with students and alumni.

Now that you have an idea of the characteristics you are seeking in your alumni volunteers, where do you find these alumni?

There are a number of ways in which to identify alumni to participate as volunteers in your career services program. Here are some sources that have worked well for the CoyoteCareers program and that we recommend:

- **Alumni Relations Office:** Start by checking with your alumni relations colleagues who already most likely maintain a good working list of alumni volunteers and volunteers-in-waiting.
- **Development Team:** Development officers often are looking for meaningful ways in which to engage their prospective alumni donors or to steward alumni who already have given.
- **Faculty:** Professors do a good job staying in touch with their top former students and, as such, you will find faculty are excellent sources of information about their alumni and what they are doing professionally.
- **Alumni Board Members:** Alumni who are close to the university already, such as board members and donors, usually welcome the opportunity to become involved in other ways. These same board members and supporters often only need to be asked to recommend their alumni friends and associates for worthwhile engagement opportunities.

Sitting down with the people who know your alumni well is the first step in arriving at a strong list of potential volunteers for your program. But what if you want or need to grow your list and engage other, as yet “undiscovered,” alumni?

**HOW CAN I FIND UPDATED INFORMATION ON OUR ALUMNI?**

A relatively cost-free method of obtaining updated alumni information and uncovering potential volunteers is through an alumni directory project. There are well-established vendors that specialize in producing print and online alumni directories. The vendor does the bulk of the work and is compensated through the sale of directories to alumni. Alumni who purchase the directory find it to be a valuable networking tool. And, the university is the beneficiary of updated records, as well as a commemorative publication and a list of its alumni who, through their very participation in the directory, have demonstrated a level of affinity to the university.

“CoyoteCareers is a rewarding way to contribute to my university, and it gives me a great sense of satisfaction knowing I’m making an investment in the career success of students and fellow alumni.”
— CSUSB alumnus and CoyoteCareers speaker

“I’m involved in CoyoteCareers because I know the talent is there, and I’m charged with finding that talent.” “And from a personal standpoint, I know that anything I can do that will help students get perspective and be competitive is appreciated.”
— Alex Nájera, CSUSB alumni and Riverside County human resources analyst, MPA, 2007

“The CoyoteCareers program gives students perspective into the real nuts and bolts of finding a job.” “Those students who attend the workshops and actually apply the knowledge have a noticeable level of confidence with soft skills. Anything that makes you more knowledgeable than other candidates is a huge plus in this economy.”
— Alex Nájera, CSUSB alumni and Riverside County human resources analyst, MPA, 2007

Now that you have an idea of the characteristics you are seeking in your alumni volunteers, where do you find these alumni?
Recruiting Alumni

WHAT IS THE BEST WAY TO RECRUIT ALUMNI VOLUNTEERS?

While your campus may choose a different approach, at CSUSB we established at the start of the CoyoteCareers project that the alumni relations staff would be the point of contact for all of our alumni volunteers, except in cases where another member of the campus community enjoys a stronger relationship with the alumnus or alumna. Alumni relations professionals are trained in the protocols of reaching out to, engaging and ensuring proper stewardship of alumni, all of which are critical in moving alumni to the next level of engagement with the university. And alumni relations professionals understand the importance and value of coordinating and collaborating with the campus development team.

Once you have identified your potential alumni volunteers and assessed their interests, as well as how and where they might contribute their time and talents, you are ready to “make the ask.” Inviting your alumni to get involved is the easiest part! It is a matter of simply picking up the phone or sending a letter or e-mail message to make the introduction. In cases where someone else has a closer connection—a development officer, professor, dean or another alumnus or alumna, for example—do involve that individual in facilitating an introduction or extending the invitation.

We have used multiple methods to invite our alumni to participate, and in almost every case, the response from alumni has been, “Of course!” Occasionally, though, alumni may decline an invitation. Accomplished alumni are accomplished for a reason—their lives are full, and they are involved in many professional, personal and civic activities. So, it should not come as a surprise if the timing for some alumni to participate may not be right. When that happens, we simply make a note to follow up with the alumni at a later time when their schedules and circumstances allow them to participate.

CSUSB developed protocols to help guide all communication and activity involving alumni volunteers, and those protocols are found on the following pages.

Note: While a directory project will not place any burden on your operating budget, it does require the attention of at least one member of your team who will serve as liaison to the vendor. This involves assisting with directory promotions, alumni communications and artwork design, as well as coordinating with advancement services staff, and troubleshooting and responding to alumni inquiries. So, while a directory project may appear cost-free, it can be labor-intensive in the six to eight months during which the project is underway.

We embarked on an alumni directory project at CSUSB, which proved to be effective in helping us learn more about our alumni—and what they are doing professionally—and which allowed us to substantially increase the number of complete alumni records, or profiles, in our database. Complete records were defined as those with home address, phone number, e-mail address and occupation information.

Alumni who participated in the directory project—about 12,000—provided self-reported and verified information on themselves. (It doesn’t get much more accurate than that!) The information was uploaded to the central alumni database, significantly improving the number of complete records and providing an up-to-date resource for identifying alumni volunteers.

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CSUSB developed protocols to help guide all communication and activity involving alumni volunteers, and those protocols are found on the following pages.
Protocol for CoyoteCareers Alumni Relations

Alumni Visits to Campus
• All alumni visits to campus will be scheduled through the Office of Alumni Affairs.
• Alumni Affairs staff will:
  • Arrange the date and time of the visit.
  • Provide for a complimentary parking pass.
  • Arrange for a campus tour and faculty/staff visits, if the alumnus or alumna desires such.
  • Notify other departments of alumni visits when appropriate.
  • Act as host and primary contact for the duration of the campus visit.
• Upon arrival, alumni will report to the Office of Alumni Affairs, where they will be greeted by staff and other CoyoteCareers team members, as appropriate.
• When appropriate, separate “meet and greets” may be scheduled with the CoyoteCareers team.
Upon completion of the visit, Alumni Affairs staff will thank the alumnus or alumna for his/her visit and offer to drive the alumnus or alumna to his/her car. Additional follow-up will follow the procedure outlined below.

Scheduling Alumni for ACE Modules and/or Day-in-the-Life Video Filming
• Using the ACE calendar as a guide, Alumni Affairs staff will contact potential alumni volunteers well in advance of the scheduled module (at least three months prior).
• If a particular alumnus or alumna is desired for a module, the staff member making the contact should be alerted as soon as possible.
• If an alumnus or alumna is not available on the date for which a module already is scheduled but is available another date, Alumni Affairs staff will work with the CoyoteCareers Career Development Coordinator to adjust the ACE calendar to accommodate the alumnus or alumna if possible.
• If alumni are needed for filming for Day-in-the-Life videos, Alumni Affairs staff will provide the Career Development Coordinator the alumni’s dates of availability. The Career Development Coordinator will work with Academic Computing and Media Services to schedule a date and time for filming.
• Alumni Affairs staff will confirm with the alumni dates and times of filming.
• Alumni visits to campus for the purpose of ACE modules or filming will follow Alumni Visits to Campus procedures.

Alumni Referrals
• All connections and introductions to alumni should be reported to the Office of Alumni Affairs for the purpose of updating alumni information (i.e., e-mail address, employer, job title).
• Communication with these alumni for the purpose of CoyoteCareers will be initiated by Alumni Affairs staff; communication for other university business will be initiated by the Director of Alumni Affairs or designee.
• Within one week of receiving his/her contact information, Alumni Affairs staff will e-mail or call the alumnus or alumna to make an introduction and share information about the CoyoteCareers program. Depending on the alumnus or alumna, Alumni Affairs staff either may invite the alumnus or alumna to campus for a visit or ask if he/she would like to volunteer time and talent to support CoyoteCareers through participating in ACE, offering internships, becoming involved in the Hispanic Alumni Networking Group, etc.
• Alumni Affairs staff will keep the referring CoyoteCareers team member informed of the progress in contacting the alumnus or alumna. (The CoyoteCareers team may be copied on e-mails when appropriate.)

Follow-Up
• All follow-up regarding alumni will be handled through the Office of Alumni Affairs.
• At the end of ACE modules, campus visits, etc., Alumni Affairs staff will present alumni with CoyoteCareers padfolios or other appropriate gifts of appreciation.
• Alumni Affairs staff will send a thank-you card to the alumni within one week of their visits or participation.
• If alumni are to return for additional CoyoteCareers functions (ACE modules, filming, Hispanic Alumni Networking Group, events, etc.), Alumni Affairs staff will follow up and make the contact.
• Contacts with alumni will be tracked in the alumni database, either as volunteer codes or through profile or contact reports.
• Names of alumni, who are identified as potential donors or board members, will be forwarded to Development.
Deliver a good audience. Nothing will derail a quality volunteer experience more than low attendance—especially in the case of a workshop or panel presentation. Be diligent in promoting events and workshops that feature your alumni in order to ensure a strong turnout. Where possible, work with your faculty to schedule alumni presentations in their classrooms. Not only will this guarantee student participation, but your alumni volunteers truly will enjoy the experience of being back in the classroom.

Promote alumni the right way. Be thoughtful in how you market and introduce your alumni volunteers to students, alumni and others. Ask your volunteers how they wish to be referred to in marketing materials and news releases, as well as how they prefer to be introduced. Where an alumnus or alumna has a close connection to a former professor, why not ask the professor to introduce his/her former student to an audience? Ask your alumni to prepare their own brief biographical statements well in advance of their volunteer service. This self-reported information also is very useful in updating alumni profile records in your database.

Personalize it. Go beyond the volunteer activity itself: What else might you do to make your alumni feel welcomed? If possible, connect alumni to their former faculty, and facilitate get-togethers with favorite professors. Also, be sure to notify faculty any time their former students will be on campus, especially if the faculty referred their alumni to you. And remember to thank your faculty for recommending their former students! Offer your alumni a tour of the campus or a new facility. Provide a complimentary parking pass and, if possible, arrange for a reserved parking space. (Now that is VIP treatment!)

Tell alumni how they did. Do give your alumni feedback, and share evaluation results if available. If they were superb, tell them so! This reinforces the value of what your alumni have to share with students and others, and it paves the way to their next engagement opportunity with the university. If your alumni volunteers could have done better, let them know how by providing constructive feedback so that they are well prepared for the next volunteer opportunity. Be sure to give your alumni the chance to share what they thought of their volunteer experiences, and then use that assessment to enhance future volunteer opportunities.

Ensuring Positive Experiences

HOW DO I ENSURE MY ALUMNI VOLUNTEERS HAVE A POSITIVE EXPERIENCE?

You are virtually guaranteed to give your alumni an exceptional volunteer experience—and increase the likelihood of their participation in the future—when you plan the experience from their perspective. What would make it a meaningful experience if you were the volunteer? What information would you find useful? What would make you feel welcomed and valued by your alumni association and university? What would compel you to come back?

Give alumni adequate notice. Who doesn’t appreciate plenty of lead time when being asked to volunteer? This especially is important to keep in mind when working with high-profile, busy alumni professionals. We recommend contacting your alumni at least three months before the anticipated date on which they are asked to volunteer. This will allow your alumni ample time to work their volunteer service into their full schedules, as well as prepare any remarks, presentations or materials.

Tell alumni what is expected. Clarify early on, and communicate in writing, the nature and scope of the volunteer activity, as well as the expected outcomes or takeaways. It also is helpful to you and to your alumni to outline the specific role each volunteer will be asked to fill, as well as what he or she will be expected to prepare, produce or deliver. Knowing expectations early on will help both you and your alumni evaluate whether or not the engagement opportunities are the right fit.

Keep in regular contact. Stay in touch with your alumni volunteers in the months, weeks and days leading up to their volunteer activities to ensure progress is being made, to provide updates and to determine what additional support they may need from you or staff. Regular communication also will help to eliminate, or at least minimize, any surprises for you and your volunteers.

Helpful Tips

It is never too soon to start setting the stage for students’ lifelong involvement with the university. Encourage your alumni volunteers to help build awareness of the alumni association and show students what it means to be “good” alumni by sharing their reasons for giving back to their alma mater and urging students to become involved after they graduate.

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You will know you have been successful when:

- Previously unengaged alumni now are involved in the life of the university.
- Alumni volunteers keep coming back for other volunteer opportunities.
- Giving and membership among alumni volunteers and program participants are on the rise.
- Students know what their alumni association and university have to offer them beyond graduation.
- Students understand what it means to be engaged alumni, as demonstrated by their participation in the life of the university after graduation.
- Your alumni relations program has forged strong partnerships with faculty and other campus departments, helping to acculturate them on the importance of alumni engagement.
- Alumni are reporting greater satisfaction with, and increased likelihood of participating in, services, benefits and programs offered through their alumni relations program.

Alumni engagement with the CoyoteCareers program is tracked on the alumni/development database. This allows us to develop a profile of how our alumni are involved with the university, and it enables us to measure giving and membership rates of these alumni as compared to those who are not engaged.

Just as important as knowing how our alumni are involved is identifying which of our students have participated in CoyoteCareers programs. Why is this significant? In the short term, this data allows us to evaluate the effectiveness of the activities offered through CoyoteCareers. In the long-term, it enables us to assess whether or not our future alumni—those who benefited as students from CoyoteCareers programming—are more likely to be engaged alumni, as measured by giving and participation, than those who did not participate in any aspects of the program.

Remember: They are volunteers. Alumni volunteers are not our paid staff, but sometimes it is easy to forget that. Alumni are balancing their volunteer service with many other personal and professional commitments. Life happens, and occasionally unexpected work or family obligations may require a change in volunteer plans. Be flexible and understanding. After all, you want your talented alumni to continue their engagement with the university well into the future.

Thank your alumni. Then do it again. We never can thank our alumni volunteers enough. Expressing appreciation to alumni volunteers in numerous ways—directly and publicly—is critically important and goes a long way. Thank-you notes and phone calls, as well as small gifts and acknowledgements at the time alumni volunteer, are some traditional ways to show gratitude. Recognition in university and alumni association print and electronic communications also is another way to express appreciation—and it helps to encourage other alumni to follow suit and volunteer their time and talents. The possibilities are endless, and the more you know about your individual alumni volunteers, the better you can say thanks in ways that are customized and meaningful to them. Perhaps there is no better way of conveying your appreciation than by updating alumni volunteers when the students they have helped have graduated and embarked on their own careers. After all, helping students is what compelled your alumni to give back—and give forward—in the first place.

Measuring Success

HOW WILL I KNOW I HAVE BEEN SUCCESSFUL?

Everyone stands to gain from a program like CoyoteCareers—students, alumni, alumni volunteers, faculty, alumni relations, advancement, the institution and employers, who ultimately benefit by the students who are well prepared to enter the workforce. There is no downside. Aside from the obvious measures of success from such a program—students staying in school, graduating in a timely manner and getting good jobs—how do you know you have done what you set out to do from an alumni engagement perspective?
It is too soon in the life of the CoyoteCareers program to fully answer this question, but we surmise that the answer will be “yes.” If the university helps its students prepare for and land careers of choice, then that will foster among these students a stronger connection to their alma mater. We believe these future alumni will be predisposed to volunteer their time and give back to their alma mater when called upon, just as alumni did for them when they were students.

You can be sure we will be following and measuring this closely in the years ahead.

Action Steps

ACTION STEPS FOR INVOLVING ALUMNI

1. Identify alumni engagement opportunities in your program.
2. Develop and vet a list of prospective alumni volunteers, and then recruit and match alumni to engagement opportunities.
3. Prepare alumni for positive volunteer experiences by providing them with the information and support to be successful.
4. Involve alumni volunteers in educating students on the role of the alumni association and the importance of giving back to alma mater after graduation.
5. Recognize and thank alumni appropriately for their volunteer service.
6. Update database records with new profile information, and develop strategies for next steps with alumni volunteers.
7. Evaluate program effectiveness and do so from the perspectives of alumni, volunteers, student participants and the university.
Key Concepts

KEY CONCEPTS FOR SUCCESS

- Alumni are looking for meaningful and impactful ways to be involved with their university. They welcome the opportunity—and are complimented when asked—to share their life and career lessons.

- Helping students find the right job after graduation is central to building ties with your graduates, especially if your students have a nontraditional college experience.

- Positioning the alumni association or alumni relations program to facilitate this will go a long way in building affinity, loyalty and future support.

- Students—primarily juniors and seniors—who participate in CoyoteCareers programming are acculturated on what it means to be alumni by observing and learning from alumni volunteers who, by example, help to underscore the importance of giving back to the university.

- Faculty stay in touch with their top former students, who are among their most successful alumni. Partner with your faculty to bring back alumni, which will help to reconnect them to their alma mater and to the departments from which the alumni graduated.

SERVICE LEARNING

Service learning is a unique “real world” experience that combines academic coursework with meaningful community service activities and critical reflection to meet community-identified concerns. It often takes place in a nonprofit organization, school or government agency where a student is learning and contributing to his/her community. Service learning emphasizes reflective practice where reflection facilitates theory to practice connections and fosters critical thinking. This section will describe the use of service-learning internships to enhance STEM student success.
Benefits for students participating in high-quality service-learning internship experiences include:

- deep and integrative learning where theory is tied to practice
- discipline-specific experience and professional networks
- personal development, including leadership skills and self-confidence
- civic development, including lessons about community stewardship
- knowledge of community needs and root causes

Research also shows that students who engage in service or service learning are more likely to be retained and graduate than those students who choose not to participate. (Astin, 1998; Axsom, 1999)*

**WHAT IS A SERVICE-LEARNING INTERNSHIP?**

A service-learning internship combines the elements of a service-learning project (student learning, community benefit, and reflection) with the internship format (a certain number of hours per week over the course of an academic term). Both internships and service learning promote academic, career and personal development, but the added value is that the service-learning internship benefits the student and a nonprofit, school or government agency. It is not “free labor” only; a learning agreement with specific academic outcomes is essential, and responsibility for the learning environment is shared by the faculty member and an internship site supervisor as “co-educators.”

A service-learning internship can vary by academic department and program requirements. Some academic departments require internships, while others have the course available for those students who elect these credits. The number of credits awarded, the number of hours served and the final course requirements (e.g., final paper, course project, etc.) all vary.

Key elements for developing a service-learning internship are:

- clear learning objectives for the service-learning experience;
- roles for community partners and faculty members as co-educators;
- true community needs that can be addressed; and
- a student reflection component.

**HOW DOES THE COMMUNITY PARTNER BENEFIT FROM A SERVICE-LEARNING INTERNSHIP PROGRAM?**

High-quality service-learning partnerships feature important benefits for the community partner. These benefits should be spelled out in the MOU agreement, and may include:

- Developing fresh ideas from the students’ contributions
- Previewing potential employees
- Completing projects
- Mentoring opportunities to grow the profession
- Fostering new relationships with the university and/or with faculty
- Promoting the partnership for positive publicity and new opportunities

HOW TO START A STEM SERVICE-LEARNING INTERNSHIP PROGRAM?

One of the first steps in starting your own service-learning internship program is to do a quick survey of the internship practices on your campus. Important questions include:

- Is there a centralized internship placement office on campus, or are internships handled in the STEM academic departments?
- Are internships required or optional for STEM students?
- What are the internship requirements for each of the STEM majors (number of credit hours, final paper requirements, etc.)?
- What processes and paperwork already exist for placing students in internships?
- Do any of the STEM academic departments already have active partnerships with nonprofits schools or government agencies?

HOW DOES THE UNIVERSITY BENEFIT FROM A SERVICE-LEARNING INTERNSHIP PROGRAM?

The university receives many benefits from engaging in a service-learning internship program. Service-learning internships provide “real world” learning opportunities for students to showcase their knowledge and skills, which will only heighten the reputation of the university in the community for desirable new students and donor gifts. Ongoing partnerships with community agencies may spark new connections for grants or other types of funding. Internship site supervisors can play the role of advocate for the university in the community, and they may also be asked to serve on university boards and fund campaigns. Finally, publicity about the service-learning internship program students and partners will generate general goodwill toward the university and its leadership.

HOW DOES THE GREATER COMMUNITY BENEFIT FROM A SERVICE-LEARNING INTERNSHIP PROGRAM?

The greater community receives the benefit of the student’s time, talent and energy focused on true community issues. Students who participate in high-quality service-learning experiences are the next generation of community citizens, and the long-term health and growth of the community is based on current students’ awareness of community needs, voting habits, political participation and community engagement.

“Service-learning internships are a way to give back to the community while gaining valuable experience.”

—Erin Chester
Senior, Environmental Studies/GIS, CSUSB

HELPFUL TIPS

STEM faculty, like all faculty, are busy and have limited time available for meetings. If you need to communicate with STEM faculty, see if you can utilize their regularly scheduled meetings to provide updates about your program. Also, do not rely on oral communication to convey your message, but provide a written “take-away” handout for their future reference.

“Service-learning internships enabled me to fulfill a need for my community while gaining valuable experience.”

—Erin Chester
Senior, Environmental Studies/GIS, CSUSB

A service-learning internship enabled me to fulfill a need for my community while gaining valuable experience.
I’VE DONE MY INITIAL RESEARCH AND WANT TO PROCEED WITH DEVELOPING A STEM SERVICE-LEARNING INTERNSHIP PROGRAM. WHAT SHOULD I DO FIRST…RECRUIT FACULTY, THE INTERNSHIP SITES OR THE STUDENTS?

Recruiting STEM faculty, in particular the STEM dean and the STEM department chairs, is the first step in creating your new internship program. The support of the leadership for STEM departments will be crucial in opening doors to relationships with STEM faculty, recruiting student participants and gaining access to STEM alumni and professional networks.

Once you have secured the support of the STEM dean and department chairs, the next step is to recruit a few key faculty to help with your efforts. Here are some tips to help you get started in developing your faculty list:

• Talk with your sponsored programs or grant-writing office to determine which faculty have participated in student success programs in their field.
• Ask students in the STEM disciplines.
• Consider STEM student organization faculty advisors.
• Surf the STEM department websites for faculty’s relevant publications and also the faculty contact for internships.

Once recruited, it is worth the time and effort to develop ongoing relationships with these faculty members. This includes consistent communication, mutual benefit and recognition of the partnership in ways that are meaningful to faculty (often as a part of the tenure and promotion process).

I’VE DEVELOPED MY FACULTY PARTNERSHIPS. WHAT IS NEXT?

The next step in the process is recruiting service-learning internship sites. The best advice is to start slowly and recruit several high-quality sites, rather than recruiting multiple, far-flung sites, resulting in spreading your efforts too thin. You want to create a “buzz” among the students, faculty and community hosts, and the best strategy is to keep the program in the pilot phase until you are comfortable with the process.

A good place to start when recruiting STEM service-learning internship sites is to look at the existing internship sites that are either coordinated by the academic department or a centralized internship office. Are any of these STEM internships in nonprofits, schools or government agencies? Could these existing internships be converted to service-learning experiences with the addition of some reflection activities or a refocusing of the students’ efforts on true community needs?

You may also want to ask your new STEM faculty partners if they have connections with local agencies or former students that may be interested in a service-learning intern. The alumni affairs office may be able to connect you with alumni in the agencies of interest. Asking for introductions to key personnel in the agency will greatly speed your partnership development process.

HOW SHOULD I PRIORITIZE MY CONTACTS?

Strategies for prioritizing your contact list include:

• Can the organization host more than one intern at a time?
• Does the organization need interns from a variety of STEM majors?
• Is the internship site a reasonable drive from campus and/or is public transportation available?

One of the concerns about off-campus student placements is risk management. It is important to eliminate as much risk as possible by carefully screening the internship site and also providing training for the intern before they begin their internship experience. Some risk is to be expected, but there are ways to manage that risk through MOUs, other contractual agreements and insurance policies. The responsibility for risk management mitigation varies from campus to campus, but a good place to start these conversations is with your procurement officer or contracts office. Larger campuses will likely have a risk management officer, and all higher education institutions have legal counsel available for questions and concerns. There is also a wealth of Web-based content on the topic of service learning and risk management, and certainly best practices can be gleaned from the experiences of other universities who have addressed this issue. While risk management is not everyone’s favorite topic, it is an important component of your service-learning internship program and will be worth your time to investigate.
Developing Placements

I HAVE MY LIST OF POTENTIAL INTERNSHIP SITES. HOW DO I DEVELOP THESE CONTACTS INTO PLACEMENTS?

A great place to start your relationship with potential internship site supervisors is to ask them what their organization hopes to achieve from the intern program. Organizations may be interested in previewing potential employees, growing their profession, diversifying their workforce or creating a connection with the local university. Taking the time to understand the “win” for the agency will greatly assist your efforts in creating internships that are mutually beneficial.

DEVELOPING THE SITE PROFILE AND JOB DESCRIPTIONS

Once an organization has decided why they are interested in developing an intern program, the next step is to develop a site profile and job descriptions. It will be helpful to provide a worksheet or guide for developing both the site profile and job descriptions, as they may need to include additional information that is more than a typical posting for hire. For example, a site profile often includes a picture of the agency building, lists of nearby public transportation and driving directions.

A sample site profile for a service-learning internship follows:

Service-Learning Internship Site Profile

AGENCY OR ORGANIZATION NAME
(plus name of volunteer program, if applicable):

MAILING ADDRESS:

STREET ADDRESS (if different from mailing address):

DIRECTIONS TO SITE
(from CSUSB campus, University Parkway or 215 Freeway):

TELEPHONE NUMBER: Office ( ) Fax ( )

VOLUNTEER COORDINATOR OR CONTACT PERSON:
Name: Phone Extension:

E-mail Address: Website:

BRIEF DESCRIPTION OF THE SERVICES PROVIDED BY THIS ORGANIZATION:

BRIEF DESCRIPTION OF POTENTIAL INTERNSHIP PROJECTS:

THE CLIENTS OF YOUR ORGANIZATION ARE PRIMARILY:
(Circle all that apply)

Children   Adolescents   Adults   Seniors
In addition to describing the internship project, the internship job description may preference certain majors, detail requirements about class standing/GPA requirements, or describe necessary inoculations/background check requirements. Check with your career center or STEM department for examples of existing descriptions to help you develop your worksheet format. A sample worksheet to develop a service-learning internship job description follows here.

**SERVICE-LEARNING INTERNSHIP JOB DESCRIPTION WORKSHEET**

1. **Position Title:**

2. **Work Location**
   Where will the individual be working? Can the work be done at home or only on site, or at a particular site? Please note if there is public transportation near your work site(s).

3. **Purpose of the Position**
   How will the volunteer’s work affect the project’s outcome, clients or mission? It is important to identify the expected impact for both direct service and administrative assignments so that volunteers will understand how important their work is.

4. **Responsibilities and Duties**
   Specifically identify the volunteer position’s responsibilities and duties. Define what is expected from the student.

5. **Qualifications**
   It pays to be very clear and concrete in listing qualifications for any volunteer position. Include education, personal characteristics, skills, abilities and/or experience required.

6. **Commitment Expected**
   What do you expect of the volunteer? Include hours per week and hours per day. Include any special requirements such as weekend work.

7. **Other**
   Include the date the description was written or the date that it was updated. List the volunteer supervisor’s name and his/her contact information. Include information about how to get more information and who to call if interested.

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**WHICH DAYS OF THE WEEK CAN YOU USE STUDENT INTERNS?**
(Circle all that apply)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

**WHEN CAN YOU USE STUDENT INTERNS?** (Circle all that apply)

- Morning
- Afternoon
- Evening

**HOW MANY STUDENT INTERNS CAN YOU USE DURING A QUARTER?**
(Fall Quarter is from the end of September to mid-December; Winter Quarter is from January to end of March, and Spring Quarter is from April to mid June)

**PLEASE INDICATE BELOW THE REQUIREMENTS YOU HAVE FOR VOLUNTEERS IN YOUR AGENCY/ORGANIZATION** (answer all that apply)

- Required orientation or training
  If required, how often is it offered?
  If required, when is it offered?
  Time commitment (required number of weeks/months or required number of hours)
  Driver’s license and car necessary
  Medical or criminal history screening required? Please explain.

**Required/Desired Skills:** (Circle all that apply)

- Ability to work independently
- Ability to work in a group/team
- Self-motivation
- Ability to work under close supervision
- Creativity/flexibility
- Adherence to procedures/rules
- Working with equipment
- Working alone
- Prior experience
- Other: _____________________
- Commitment of more than one quarter

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Please return the above profile by fax or e-mail to CoyoteCareers
Phone: (909) 537-xxxx  Fax: (909) 537-xxxx  E-mail: CoyoteCareers@csusb.edu
Website: http://coyotecareers.csusb.edu
Practical Tips for Service-Learning Internship Success

Service-learning students want to meet the agency's needs while they use the experience as the basis for understanding their college course. Service learners are receiving academic credit for learning through their service efforts. Even though they are receiving the "reward" of academic credit, students also need encouragement, guidance and appreciation from agency staff. Please help them to think about what the experience means to them within the context of the organization, its challenges and its role in meeting community needs.

Plan Ahead
Clear, well-designed job descriptions that outline tasks, responsibilities and needed skills should be prepared and given to all students. A fresh needs assessment will help an agency to more effectively and creatively use service learners and volunteers. Are there current tasks that could be divided up and given to one or several students? Is there a "wish list" for projects that you’ve never had the time or staff to organize? Service learners are great candidates for projects that require critical or creative thinking, carry some degree of responsibility, and involve client contact.

Training Partner Sites
It can be difficult for internship site hosts to find the time to come to campus, so any online resources are greatly appreciated. Helpful information that you can provide through your website for community partners includes:

- academic calendar
- list of majors at the university
- contact information for problems or concerns
- copies of the time logs and evaluation forms
- key faculty contact information

It is also a good idea to provide your community partner with some training about supervising college students before the site is approved for the service-learning internship program. Examples of site supervisor training materials have been adapted from the Community Partners and Educational Collaborators Handbook (Holland, 2004) and community collaboration presentations by Allen and Podolske (1999, 2001 and 2004); samples are included on the following pages.

The training curriculum has been delivered to over 200 community-based agencies, and curriculum modifications have been made to address common questions and concerns. Again, placing useful information on your program's website helps to ensure the information is utilized after the initial training session.

Be Selective—Some Students May Not Match your Needs.
CoyoteCareers will refer service-learning students to your agency, but the final selection is determined by the agency. If a student’s qualifications and/or motivations are not in harmony with an agency’s needs, it is your right to request a different student.

Be Realistic
Be realistic with time commitment and expectations. Think in terms of quarters and the academic year. Check in with students regularly about their schedules and plans for holiday breaks, examination crunch times, etc.

Be an Involved Educator and Mentor
Throughout the internship, the supervisor should help students interpret the experience and the relationship between what they are doing and the work of the agency. The student relationship is one of the most significant parts of the experience and often determines the success of the placement. Supervisors are true partners in the students’ education and should view themselves as co-educators.
**ORIENTATION CHECKLIST**

**Prior To Student’s Volunteering:**
- Assign an accessible staff person to supervise the service-learning student.
- Introduce the student to co-workers.
- Orient staff to the Service-Learning Program so they are prepared to work with student interns.
- Give a tour of the organization and discuss origin, mission, function and role in the community.
- Explain the duties and responsibilities of the student’s task and how these tasks relate to others in the organization. If possible, provide a written job description.
- Emphasize the importance of confidentiality as it relates to your organization.
- Inform student of all potential risks associated with volunteering at your organization. Consider developing an informed consent statement outlining potential risks. Please be sure to have the student sign the Student Service-Learning Agreement.
- Determine the student’s schedule and establish a policy for covering absences.
- Inform the student of your organization’s dress code.

**Other Helpful Actions:**
- Inform the student of the organization’s phone number and explain telephone procedures, extensions and so forth if the student’s responsibilities include phone use.
- Point out the location of the nearest fire alarm, exits and extinguishers.
- Point out the location of the restrooms.
- Assist the student in finding safe and inexpensive parking.
- Inform the student of your organization’s emergency closing policy.
- Inquire if there are any special accommodations necessary to assist the student.

**Each Week:**
- Inform the student of any changes in the operations of the organization.
- Update the student about significant events that occurred at your organization or in the surrounding community since his/her last visit.
- Give the student ample feedback and invite questions that she/he may have about policies and procedures specific to your site.
I'm Set with My Community Partners. How Do I Recruit and Place Student Interns?

It is important to start recruiting students early in the quarter or semester before the placement is to occur, as it will take some time for students to complete the application, screening and placement process. Again, it is best to start with a few high-quality students to build the reputation of your program with both the campus and local community. A good place to start is with key faculty recommendations and any STEM-focused student organizations.

Developing the application, selection and internship placement process is an important step in successful program implementation. Spend some time with your leadership team and key internship site hosts to create an application that not only collects demographic information, but also allows the student to describe their discipline-specific skills and career goals. It is also recommended that you require a résumé as a part of the application process, as it provides the opportunity for you to review it and suggest any necessary changes prior to forwarding it to the internship site supervisor. It is a rare student who does not need assistance in revising their résumé, and the career center can be of great assistance in this part of the internship placement process. On pages 91-94, you will find a sample application form.

Utilize STEM student organizations for student recruitment and program publicity. STEM student organizations are also a great place to get quick feedback on programmatic ideas.

The most effective (and the cheapest) way to recruit STEM student participants and to share program information is peer-to-peer or “word of mouth.” Students can be wonderful advocates for your program, especially if you actively encourage them to spread the word about your program to their classmates and friends.

Helpful Tips

Recruiting and Placing Students

Attention CSUSB Students! $1,000 Internship Stipends Are Available!

Are you:

• Interested in making a difference through a service-learning internship at a nonprofit agency, school or government agency?

• Enrolled as a major in one of the following disciplines: computer science, information and security management, biology, chemistry and biochemistry, math, physics, geological sciences, geography (GIS/environmental science), Arabic OR enrolled in the minor/certificate programs in Mandarin, Japanese, Korean, Russian and Turkish languages?

• Eligible for a Pell Grant through Financial Aid?

• Interested in receiving a $1,000 stipend at the end of the experience?

If you answered yes, the CoyoteCareers Service-Learning Stipend program could be for you!

The CoyoteCareers Service-Learning Internship Program

The CoyoteCareers Service-Learning Internship Program provides CSUSB students in selected majors and who have financial need with the opportunity to connect academic learning with real life by engaging in service learning as a part of an internship. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction to enrich the learning experience and strengthen communities.

The CoyoteCareers Service-Learning Internship Program is only available for majors in computer science, information and security management, biology, chemistry and biochemistry, math, physics, geological sciences, geography (GIS/environmental science), Arabic OR minor/certificate program students in Mandarin, Japanese, Korean, Russian and Turkish languages who are eligible for Pell Grant funding. Students must be enrolled at CSUSB at the time of application, be of good academic standing and attend an ACE internship workshop.
How does the program work? Students selected for this program will:

- Work with CoyoteCareers staff, department faculty and community partners (nonprofit agencies, schools or government offices/ agencies) to find an internship that meets the needs of both the student and the community.
- Enroll in an internship course with academic units based on all or part of the service-learning assignment.
- Complete a 100-hour internship during the 10-week Quarter.
- Receive a pre-tax stipend of $1,000 upon completion of the 100-hour service assignment, the academic requirements for the internship, and an evaluation of the CoyoteCareers Internship Program experience.

Screening of applications begins immediately and will continue until all CoyoteCareers Internships have been awarded, based on the CoyoteCareers Internship Program criteria. Thirty stipends will be awarded during the 2011-2012 academic year.

All community-based projects must be approved by both the faculty advisor and CoyoteCareers staff before the service work can begin. Please contact CoyoteCareers at (909) 537-xxxx or via e-mail xxxx@csusb.edu for a list of pre-approved internship placement sites. Additional placement sites and projects will also be considered—please contact us for the details!
CoyoteCareers added an additional step of a personal interview to the process of intern placement. During the interview, staff were able to ask additional questions about the student’s career goals, any restrictions on placement sites (i.e., geographic or time restrictions) and explore possibilities so that the placement could be an effective match. Taking the time to interview students yields key information that allows staff to do the “match making” between the student and the internship placement site. The personal interview is also an opportunity to review the student’s résumé, discuss potential interview questions, review any internship requirements (e.g., background checks, fingerprinting) and answer any remaining questions the student may have. An important part of the interview is also to build the student’s self-confidence about the internship experience; acknowledging that the experience will likely be challenging but ultimately rewarding will help to keep the student motivated through the first few days of the placement.

Once the student has been selected but before they have been placed, they should complete a student agreement form. A sample is found on the following page.

<table>
<thead>
<tr>
<th>Please complete the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why are you interested in participating in the CoyoteCareers Stipend Program?</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>2. What are your goals for this service-learning internship experience?</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>3. What are your career interests?</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>4. Please list your discipline-specific skills (i.e., computer programs, lab equipment familiarity, foreign language skills)</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
<tr>
<td>5. Please list your desired internship location (i.e., San Bernardino, Riverside, Fontana, Victorville, etc.)</td>
</tr>
<tr>
<td>____________________________________________________________</td>
</tr>
</tbody>
</table>

Please list any other preferences ____________________________________________________________  ____________________________________________________________  ____________________________________________________________

Please return this eligibility application to:

CoyoteCareers Service Learning Coordinator
California State University, San Bernardino
5500 University Parkway, FOB-233, San Bernardino, California 92407-2393
E-mail: coyotecareers@csusb.edu
Ph: (909) 537-xxxx  Fax: (909) 537-xxxx

Stipends are awarded to qualified students on a first-come, first-served basis, so apply today!
Service-Learning Internship Program Student Agreement

I, Name of Service Learner, realize that by choosing to participate in a service-learning component of Course Name and Number at California State University, San Bernardino for the Quarter, Year term, I will act responsibly and agree to the following conditions of this service-learning agreement:

Please read and initial:
___ To be punctual and conscientious in my attendance for the duration of my service-learning placement;
___ To notify the agency supervisor in advance if I am unable to participate as scheduled;
___ To consider all information as confidential concerning other people, employees and agencies;
___ To make my work the highest quality and accept supervision graciously, and conduct myself with dignity, courtesy, consideration and in a professional manner;
___ To notify my professor and/or CoyoteCareers of any problems, emergencies, safety hazards, concerns or suggestions regarding my activities;
___ To actively pursue meaningful learning experiences;
___ To fulfill at least the 100-hour Service-Learning Internship Stipend program and course requirements;
___ To arrange my own transportation to and from the service-learning site;
___ To notify my agency supervisor, professor and CoyoteCareers of the termination of my service to the placement if I cannot fulfill my hour requirement; and
___ To complete any forms, evaluations or other paperwork required by the course, CoyoteCareers or agency supervisor.

I have participated in an orientation and read the above-stated guidelines and limitations and understand the role as a service-learning student in working with the community partner. I understand and acknowledge the risks involved with this service placement, and enter into this service-learning placement fully informed and aware. The undersigned participants in this service-learning program do agree to the terms and expectations of this service-learning agreement: to act in a responsible manner while representing California State University, San Bernardino at the service-learning placement site; to abide by all rules and regulations that govern the site in which he/she has been placed; and to understand that the $1,000 Service-Learning Stipend will be awarded at the completion of the 100-hour service-learning internship and successful completion of a corresponding credit-bearing course.

Student Signature: ______________________   Date: _________________
Faculty Signature:_______________________   Date: _________________
CoyoteCareers Signature:__________________ Date: _________________
Agency Supervisor Signature: ______________ Date: _________________

The original document should be sent to CoyoteCareers. Each party should retain a copy.
Once a student has been placed, it is important to follow up periodically with the student to ensure everything is going as planned. CoyoteCareers named the check-ins our “success and progress” checks, which consist of a quick e-mail, phone call, text or request for a drop-in visit. The success and progress check ensures communication about any logistical problems and affirms that students are making progress on their internship requirements. It is also important to follow up with the site supervisor if the placement or the supervisor is new, but once the placements have been established, frequent contact is not necessary.

The final part of the internship experience is verification of the student’s hours, completion of all course and reflection requirements, and evaluation of the internship experience. A sample time sheet is included on the following page. The close-out meeting with the student is also the time to complete any remaining financial paperwork for stipends (if applicable) and gather student quotes about their experiences and the program overall. It is good practice to take a photo of the student for program publicity, record their e-mail address information for future contact, and charge the student with the responsibility of recruiting others for the internship program. Offices on campus, such as alumni affairs or the career center, may want to record the student’s participation in your program for future reunions or other special events.

Consider writing press releases that highlight your STEM interns and placement sites. These success stories are important to share with your advisory board, university administrators, STEM faculty, internship site hosts, key community stakeholders and potential donors.

### Service-Learning Student Time Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours:

Student Signature: ______________________

Site Supervisor Signature: ______________________

Faculty Signature: ______________________

CoyoteCareers Signature: ______________________

### AGENCY INFORMATION

Name: ______________________

Quarter/Year: ______________________

Course #: ______________________

Professor: ______________________

Supervisor Name & Title: ______________________

Phone: ______________________

E-mail: ______________________

### Service-Learning Placement

Agency: ______________________

Begins: ______________________

Ends: ______________________

Address: ______________________

City: ______________________

Zip: ______________________

Website: ______________________

Supervisor Name & Title: ______________________

Phone: ______________________

E-mail: ______________________
**Key Concepts**

**KEY CONCEPTS FOR SUCCESS**

- Invest in ongoing relationships with faculty internship supervisors and host sites.

- Develop MOU agreements that describe responsibilities and outcomes.

- Provide students with the necessary training and support before, during and after the internship experience.

- Utilize internship success stories as a rich source for publicity.

**Action Steps**

**ACTION STEPS IN DEVELOPING YOUR SERVICE-LEARNING INTERNSHIP PROGRAM**

1. Survey of the internship practices on your campus. Be certain to note current internship sites in the STEM fields.

2. Recruit key STEM faculty, in particular the STEM dean and the STEM department chairs.

3. Recruit a few, high-quality STEM service-learning internship sites, particularly those sites that are close to campus and/or those sites that can host interns from a variety of STEM majors. Provide training and other support for the site supervisors in developing their internship placements.

4. Consult your campus’s risk management officer to review any policies or procedures that will apply to your STEM internship program.

5. Utilize STEM faculty, STEM student organizations and your career center to recruit students for the internships. Peer-to-peer recruitment is inexpensive but effective.

6. Screen potential STEM interns through an application and personal interview process. Provide any additional “soft-skills” training to ensure the students’ readiness for the internship experience.

7. Maintain contact with the STEM student interns throughout the internship process through “success and progress” phone calls.

8. Evaluate the internship experience from the students’ and the internship site supervisors’ perspectives. Make program adjustments accordingly.
Establishing sound evaluation as an integral part of your program can be one of its strengths. The process of evaluation involves a range of activities, including setting appropriate goals and targets for success, identifying indicators to measure program implementation and outcomes, keeping the program on track through regular meetings and review of program data, and drawing conclusions about the merit of the program.

The evaluation process can be difficult, yet informative, so working with a good evaluator is essential. The next section describes some of the key aspects of the evaluation process including:

- Why to include an evaluation of your program
- What to expect from the evaluation process
- How to select an evaluator or evaluation team
- How to establish specific, reasonable targets for program performance
Designing Evaluation

HOW DO I DESIGN AN EVALUATION OF MY PROGRAM?

There are many different approaches to evaluating a program, and many different designs that can be used. Similar to other types of social science research, those with expertise in evaluation can draw from a wide range of evaluation design options, including experimental, quasi-experimental or nonexperimental approaches. Generally speaking, evaluators start with key evaluation questions and then employ the most appropriate methods to answers those questions.

For many evaluations, it is important to establish performance goals and outcome indicators ahead of time. An outcome is the observable and measurable indication of program results. For example, an improvement in course grades for hard-to-pass gatekeeper courses is an example of an indicator for a short-term outcome (i.e., something you anticipate happening quickly as a result of the program). Graduation rates of low-income students in STEM fields is an example of a possible indicator for a long-term outcome (i.e., something you anticipate might eventually happen as a result of the program). Working with an expert evaluator can help make the process of identifying evaluation questions, goals and indicators much easier.

For many evaluations, it is important to establish performance goals and outcome indicators ahead of time. An outcome is the observable and measurable indication of program results. For example, an improvement in course grades for hard-to-pass gatekeeper courses is an example of an indicator for a short-term outcome (i.e., something you anticipate happening quickly as a result of the program). Graduation rates of low-income students in STEM fields is an example of a possible indicator for a long-term outcome (i.e., something you anticipate might eventually happen as a result of the program). Working with an expert evaluator can help make the process of identifying evaluation questions, goals and indicators much easier.

The following pages are evaluation data from the CoyoteCareers program, including examples of both quantitative and qualitative data.
Through the end of Year 3, the CoyoteCareers program at CSUSB has continued its efforts to serve Hispanic and low-income students in the STEM fields. Given the complexity and diversity of the overall program design, CoyoteCareers continues to make strides to meet or exceed most of their stated goals (see table on previous page). Additional evaluation results are indicated in the following tables (pages 108-109).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Findings</th>
<th>Goal Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1:</td>
<td>Use of tutoring services has increased for all STEM subjects except Chemistry. Tutoring expanded beyond the Learning Center to individual academic departments (e.g., Physics). The goal of providing 74 hours of tutoring per week was reached.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 2:</td>
<td>All 10 ACE modules were administered each quarter. In addition, an 11th module was designed and implemented.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 2:</td>
<td>ACE modules were attended by 246 unique participants in STEM disciplines in Year 3. A total of 482 unique CoyoteCareers students were served in the program to date.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 1:</td>
<td>Seven blackboard modules have been completed. In addition, four “Day in the Life” videos have been finished.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Task 2:</td>
<td>The CoyoteCareers website was visited 7,997 times by 5,580 unique people through Year 3.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 2:</td>
<td>A total of 5,293 users were registered on CoyoteLink at the end of Year 3. Ninety-four internship opportunities were posted online during this time.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 1:</td>
<td>Complete contact information is available for 6,935 alumni. Compared to baseline data, the percent of complete alumni records is up by 69%.</td>
<td>In Progress</td>
</tr>
<tr>
<td>Task 2:</td>
<td>A total of 688 prospective volunteers have been identified by the end of Year 3. From these, 287 have actually volunteered.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 2:</td>
<td>A total of 220 individuals have shown interest in the Hispanic Alumni Chapter or attended a chapter event. Of these, 174 have joined the Chapter.</td>
<td>Yes</td>
</tr>
<tr>
<td>Task 4:</td>
<td>Thirty-two students were placed in service-learning internships in Year 3. Eight (25%) of these students were offered employment at their internship sites. A total of 81 CoyoteCareers students have participated in the internship program to date.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
To date, 688 alumni have been identified as potential volunteers for the CoyoteCareers program, and 287 have already participated (see Table a). Volunteer opportunities that have been identified include: participating in the Hispanic Alumni Chapter; participating in ACE modules; hosting an intern; mentoring in person, via e-mail or phone; networking with students and professionals; and participating in a career education video.

Table a. Recruited Alumni Volunteers in the CoyoteCareers Program

<table>
<thead>
<tr>
<th>Hispanic Alumni Chapter</th>
<th>220</th>
<th>174</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE Facilitators</td>
<td>108</td>
<td>39</td>
</tr>
<tr>
<td>Internship Site Hosts</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Networking/Mentors</td>
<td>124</td>
<td>90</td>
</tr>
<tr>
<td>Video/Filming</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>668</td>
<td>287</td>
</tr>
</tbody>
</table>

Table b. STEM Field Tutoring Used Annually in the CoyoteCareers Program

<table>
<thead>
<tr>
<th>Subject</th>
<th>Baseline (Year prior to grant)</th>
<th>Year One (2007-2008)</th>
<th>Year Two (2008-2009)</th>
<th>Year Three (2009-2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>0.8</td>
<td>125.0</td>
<td>123.4</td>
<td>240.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>116.2</td>
<td>298.2</td>
<td>522.8</td>
<td>298.9</td>
</tr>
<tr>
<td>Computer Science</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>141.6</td>
</tr>
<tr>
<td>Math</td>
<td>804.9</td>
<td>670.3</td>
<td>948.8</td>
<td>885.5</td>
</tr>
<tr>
<td>Physics</td>
<td>97.1</td>
<td>83.1</td>
<td>74.3</td>
<td>631.4</td>
</tr>
<tr>
<td>Total Tutoring Used in Learning Center</td>
<td>1,019.0</td>
<td>1,303.6</td>
<td>1,768.8</td>
<td>1,555.4</td>
</tr>
<tr>
<td>Total Tutoring Used in Academic Departments</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>857.8</td>
</tr>
<tr>
<td>Total</td>
<td>1,019.0</td>
<td>1,176.0</td>
<td>1,669.3</td>
<td>2,197.6</td>
</tr>
</tbody>
</table>

Among first-time full-time freshman, across all years, CoyoteCareers students have considerably higher first-, second- and third-year retention rates compared to all freshman at CSUSB. Specifically, first-year retention rates of CoyoteCareers freshmen across all years averaged at 97 percent, while all CSUSB freshmen averaged at 80 percent. Second-year retention rates of CoyoteCareers freshmen across all years averaged at 92 percent, while all CSUSB freshman average at 64 percent. Third-year retention rates of CoyoteCareers freshman across all years averaged at 89 percent, while all CSUSB freshmen averaged at 53 percent.
EXAMPLES OF QUALITATIVE DATA REPORTED IN THE EVALUATION OF THE COYOTECAREERS PROGRAM

Service-Learning Supervisors were asked to provide feedback regarding the performance of their interns. For the most part, supervisors found their students to be reliable and dedicated, enthusiastic, and organized, with a strong willingness to learn new things. Several supervisors commented that interns were flexible, cooperative and diligent in all tasks. Supervisors provided feedback such as, “Our experience with CoyoteCareers continues to exceed our expectations.” and “Please continue this program. It’s been critical to our student. Thank You.”

Student interns also provided feedback about their experience at their service-learning internship placement as a response to an open-ended survey item that asked them to indicate the most valuable aspect of the program. Students responded with comments such as: “The most valuable thing about the service-learning stipend program is the ability to work alongside professionals who give insight and direction in regards to how to function in professional settings.” and “The most valuable aspect of this SL Stipend Program is the variety of internships offered that would not be offered elsewhere.”

Students also responded with additional comments about the program, such as: “This internship helped me to build self-confidence and helped me to see that people are willing to help and believe in me!” and “Sitting in a classroom learning theory is helpful, but being in an actual research lab provides a deep understanding and appreciation of a career in chemistry.”

Expectations

WHAT SHOULD I EXPECT TO GAIN FROM THE PROCESS OF EVALUATING MY PROGRAM?

By the end of the project, you should expect to have usable information to determine how successful your program has been. Throughout the evaluation, you should expect to receive objective, data-based information about how to improve the program if faulty program components are discovered. In addition, you should be able to work with your evaluator to communicate to your program stakeholders (anyone who might have a vested interest in the program such as university administration, faculty or the larger community) regarding program status and success. Finally, reporting evaluation results is an essential component of evaluation. Reporting can include compliance reporting (i.e., necessary for federal grants) as well as reporting for internal purposes, among others.

Choosing an Evaluator

What qualities should I look for when choosing an evaluator to work with? There are many different views regarding specific skills and characteristics an evaluator should possess. In general, it is important to choose an evaluator that possesses both the technical expertise required to do the work as well as a balance of other “soft skills” that facilitates a good, working relationship. The development of this positive, working relationship with your evaluator can be critical to the success of your program’s evaluation. For example, you should find someone who can understand the inner-workings of your program, but can also be a fair, objective third party. The evaluator should be able to provide guidance for progress on program goals and possibly provide advice for program changes that develop as a result of the evaluation process. You will also want to consider their professional credentials (e.g., PhD), experience in evaluating similar programs, and their availability to work with your institution. Often, recommendations for finding an evaluator come through word of mouth from previous clients or colleagues.
Expectations for Collaborative Work

**WHAT SHOULD I EXPECT FOR THE FIRST MEETING WITH MY EVALUATOR?**

Once you have identified an evaluator to work with, or even in the initial stages of finding one, you should plan on having a very specific conversation about your program’s purpose, goals and participants. If the program design is still being formulated, you should include a discussion about program preferences and caveats during the initial meeting(s) with the evaluator. Often, the evaluator can serve as a sounding board to help work out the logic of your program to ensure that program activities and goals are realistic. Program planning may involve developing a logic model, or some other way of representing key program components. An evaluator should help you during the program development stage to make sure you have identified program activities; implementation measures (how to measure these activities); and outcome measures (what impact you expect these activities to have on students, faculty, or anyone else participating in the program). In addition, you will have the greatest insight into the barriers for your program’s success on your campus. An evaluator should listen carefully to your hopes and concerns. (If you find that a potential evaluator does a poor job of interpreting your vision or ignores your requests, this is a clear sign of possible difficulty in the future, so be attentive to how well you work together in the initial meetings.)

**WHAT SHOULD I EXPECT FROM MY WORKING RELATIONSHIP WITH THE EVALUATOR?**

Once the program has started, the evaluation can serve the important role of keeping the program on track. You should work with your evaluator to establish routines for collecting and reporting data. The process of doing this regularly can ensure that program staff and administrators stay on track, timelines are met for program activities, and program goals are reviewed regularly.

Another important norm to establish is the frequency and method of communication with the evaluator. It is important to set regular appointments with the evaluator to keep him/her updated on program activities. This includes regularly scheduled meetings (e.g., monthly) as well as more informal phone calls or e-mail communication. It is important to establish both the frequency and the modes of communication up front and then continue these meetings as scheduled.

There are other issues that you should agree on with the evaluator before beginning the work, including the following:

- How much will the evaluator charge for services? An industry standard is to expect that 8 percent to 12 percent of the total program budget should be devoted to evaluation efforts.
- What specific services will you receive as part of the evaluation? For example, will the evaluator help to complete federal report drafts or provide a formal, written report to the funder? Will the evaluator complete data collection as well as data analysis and reporting, or will program staff be expected to be part of data collection efforts?
- How much time will the evaluator spend with you as a client? It is likely that during the first year more visits are required to establish instruments and data collection procedures, so be sure to specify your expectations about how much of your time is expected.

Once you agree on the range of responsibilities for the evaluation of your program, you should have an established evaluation plan, scope of work and schedule of invoices.

Data Collection Methods

**WHAT SHOULD I KNOW ABOUT DATA COLLECTION METHODS?**

There are different types of data evaluations can include, which are primarily categorized as either quantitative, qualitative, or both. Quantitative data can include methods such as closed-ended surveys, test scores or grades, retention rates, or graduation rates, to name a few. Qualitative data can include methods...
such as focus groups, interviews, open-ended survey items, and observations. Often, evaluators will use multiple sources of data to “triangulate” data as a way of establishing reliability in evaluation findings. In addition, evaluators will often use a “mixed methods” approach, which incorporates the use of both quantitative and qualitative data sources and analysis to make conclusions about the program.

An evaluator will typically seek input from program staff and content experts when developing evaluation instruments like surveys, tests and interview protocols. An example of a survey used in the evaluation of ACE modules in the CoyoteCareers program appears on the following pages.

CoyoteCareers Module 4 “Internships”: Student Evaluation

Name: __________________________________      Coyote ID number: ___________________
Quarter of Service Learning Internship:       Fall         Winter     Spring      Summer
Date of presentation: ____/____/________

The following questions concern the presentation you heard today about internships. Please read each question carefully and answer as honestly as possible. Your feedback will help us to serve students who participate in the future.

Please indicate the extent to which you agree/disagree with each statement by circling the appropriate number.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the service-learning internship program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know where to find more information about the service-learning stipend program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know what will be expected of me during a service-learning internship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know what my employer will expect me to be able to do during the service-learning internship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know what is expected of me as an intern representing CSUSB.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Participating in an internship is important for my career development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
How did you learn about CoyoteCareers and the Service-Learning Internship Program? (Please circle all that apply)

- Friend
- Faculty/Staff Advisor
- Presentation
- Other:__________

Would you recommend this training to other students in your major?

- Yes
- No

If no, why not:

Do you currently have any work experience related to your future career?

- Yes
- No

If no, why not:

Would you have completed an internship without CoyoteCareers?

- Yes
- No

If no, why not:

Is there anything you would like to tell us about the presentation today?

Please indicate whether each statement about internships is true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interns should be professional in appearance, performance and interactions.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>An intern should learn all they can about the organization they work in.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Interns should not interact with &quot;higher-ups.&quot;</td>
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<td>An intern should establish professional contacts with others in their organization.</td>
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<tr>
<td>Interns should be quiet and never show enthusiasm.</td>
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<td>An intern should ask questions and be naturally inquisitive.</td>
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<tr>
<td>Interns should volunteer for extra assignments whenever possible.</td>
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Please rate how important each of these reasons for participating in a service-learning internship are for you by circling the appropriate number.

<table>
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<tr>
<th>Reason</th>
<th>Very Important 5</th>
<th>Very Important 4</th>
<th>Very Important 3</th>
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<td>Money/compensation</td>
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<td>Learning more about my major</td>
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<td>Deciding on career path</td>
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<td>Building my résumé</td>
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<td>Networking with other professionals</td>
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<td>Other (Please explain):</td>
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Dissemination

HOW SHOULD EVALUATION FINDINGS BE DISSEMINATED?

There are several methods for disseminating evaluation findings. The most common methods are a combination of written reports and presentations. Additional ways to publicize evaluation findings include press releases, memos and posting on websites. The decision may also be made to write and submit an article to an academic journal or trade publication.

It is important to provide evaluation results to program funding agencies as well as university administrators, the program advisory board and other interested parties. Often longer evaluation reports will include a shorter executive summary, which may be the section of the report that generates the most interest and provides overall findings without fine-grained details. It is important to negotiate ahead of time with the evaluator the following aspects of reporting:

- Types of reports that will be included with the evaluation (e.g., annual reports for the funding agency or internal use).
- Frequency of reports received (e.g., monthly, quarterly, annually).
- Timelines for all reports.
- Process of approving reports (e.g., allowing the program administration to provide edits and comments on the first draft).
- Other reporting activities that will be included (e.g., a PowerPoint presentation delivered to the advisory board or president).
- Who has the rights to release report findings (e.g., can the evaluator publish the results with or without the input from the program)?

Institutional Data

WHAT INSTITUTIONAL DATA SHOULD BE PREPARED?

Institutional data may be required when evaluating your program, such as course grades, graduation rates, student retention each quarter/semester and persistence to degrees. Other information that may be necessary includes student demographic information (e.g., major, gender, ethnicity) and other information your institution already regularly collects. An evaluation plan will often include collection of relevant institutional and program-specific data. An experienced evaluator should help you decide how to access these data as well as develop a plan for regular data collection.

Sometimes, you or the evaluator may know of a survey or test already in existence that would fit the needs of the current evaluation. The benefit of using an established survey is that the evaluator is aware of how the instrument handles in a research context and what the strengths and weaknesses of that particular survey are. The benefit of developing a new survey to collect data is that the instrument can be specifically tailored to the needs of the specific evaluation context. One drawback of developing a new instrument is that there is no pre-existing information regarding the validity and reliability of the survey.

The evaluation team can collect data themselves, but they can also use data collected by others. For example, universities keep track of information like enrollment, course grades and graduation rates. Evaluators may request permission to access that data and use it in their own evaluation. Access to data that is not your own can be time consuming and difficult, but collecting data yourself is subject to the same drawbacks.

It is important to note that evaluations in university-based programs must be given approval by the university's Institutional Review Board (IRB), which will ensure the protection of human subjects who participate in the program evaluation.

Helpful Tips

Plan to work with the Institutional Research (IR) department on your campus, typically a source for some data you will need for the evaluation. It is a good idea to work out logistics for data collection with IR before data is collected. This ensures that the process is not too time-consuming or difficult. It also reinforces which entities (evaluator, program director, etc.) are responsible for which data collection activities.
**Key Concepts**

**KEY CONCEPTS FOR SUCCESS**

- An evaluation of your program can help facilitate success—consider integrating evaluation at the program design stage and then revisit the evaluation plan throughout the implementation of the program.

- A good evaluator should possess both the technical skills as well as the ability to communicate with you and understand your needs.

- Use a logic model or other tools to ensure the logic of the program is sound. Program activities should be well-thought-out and designed to address needs of participants.

- Think carefully about program targets that will be good indicators of success and then continuously measure these. Make data-based decisions generated from the evaluation to make changes to your program that better service student needs.

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**Action Steps**

**ACTION STEPS FOR A SOUND PROGRAM EVALUATION**

1. Think carefully when designing your program to ensure that program activities are designed to address specific student needs.

2. Choose an evaluator to work with as soon as possible. Make sure that he/she has the expertise as well as the interpersonal skills to help you move your plan forward.

3. Decide on what you would like to know from the evaluation. Ensure that the evaluation design will answer questions you have about the merit of your program.

4. Use an evaluation design that is feasible.

5. Set reasonable targets for success for both program implementation and outcomes that you expect.

6. Use data that your institution already collects in addition to new data collection efforts.

7. Make sure to complete any IRB paperwork that is necessary to collect data on your campus.

8. Review program data often to ensure targets are met.

9. Consider refining the parts of your program that aren’t working well.

10. Include multiple stakeholders in conversations about your evaluation results. Be sure to communicate findings in ways that best suit your audience.

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For more information on evaluation, here are references to some popular evaluation texts:


BUDGETING

One key element to a successful STEM student success program is thoughtful budget allocation and management. The CoyoteCareers program was created and implemented with the support of a five-year $2.4 million Title V Hispanic Serving Institutions grant from the U.S. Department of Education. While you may choose to secure a Title V grant, other grant funding, or use existing campus resources, there are several lessons learned from our experience that will hopefully be helpful in creating your campus’s program. The future plans for CoyoteCareers will also be discussed.
Budget Considerations

WHAT DO I NEED TO CONSIDER AS I BUILD A BUDGET FOR THIS PROGRAM?

Whether you have the benefit of a generous grant budget or are creating your program from existing funding sources, you will need to think carefully about the budget for your project. We changed our budget strategy several times during the implementation of this project, both in terms of staffing and programmatic budgeting, and certainly you should expect to revisit your budget and make changes on how the money will be spent. Our budget shifts were based both on our evaluation data and hiccups in program implementation that we could not have predicted in advance. One of the lessons we learned throughout the CoyoteCareers project is that allocating resources is a dynamic process, and it is not unusual to revisit the budget several times to make adjustments. In fact, scheduling budget discussions at regular intervals with core partners provides the opportunity to talk openly about the allocation of resources and make midcourse adjustments as needed.

There are several elements to consider when crafting your program budget, including:

**Staffing.** If you have money to spend on the implementation of this project, additional staffing is the first place to allocate resources. **Having adequate staff to implement the program is essential to program success.** Nothing will drain the enthusiasm of the assembled partners faster than adding piles of additional work on their already overflowing desks. The time that you will need to spend talking to and working with STEM students and alumni is significant, plus the additional tasks related to evaluation data gathering and program administration. We were fortunate to have the grant dollars to hire a full-time staff member for most components of the CoyoteCareers model (ACE modules, alumni networking and service-learning internships), provide compensation for existing staff (the three program administrators and a budget manager), hire a squad of student staff as both tutors and office assistants, and create cooperative agreements for the time of key campus partners (Institutional Research staff for data mining, Learning Center staff for supervision and data collection on centralized tutoring, Academic Computing and Media staff for video production and website design, and STEM faculty/staff supervisors for in-department tutoring).

While we all acknowledge that hiring staff or paying staff stipends takes a significant chunk of our program budget, having the extra hands is the only way we could have delivered our program with successful outcomes. You may remember reading that the three key partners (Alumni Affairs, Career Development Center and Community-University Partnerships) are some of the smallest and most underresourced offices on campus, and the only way we could have expanded our programming to this degree was to hire additional people.

**Tutoring.** It would be a rare situation to have enough money to satisfy all of the demands for tutoring hours. The STEM disciplines are typically difficult for students, and coursework often builds on concepts learned in previous courses, so the demand for academic assistance continues throughout the degree programs. Because we had limited tutoring dollars, the CoyoteCareers program focused on low-pass or “gatekeeper” STEM courses, especially those courses taken during the first two years of STEM majors. Our goal was to keep STEM students enrolled by boosting their academic success in STEM courses, while providing the career and alumni mentoring programming to help the students find their career path within the disciplines.

When budgeting for tutoring, it is important to consider when the gatekeeper classes will be offered, and then plan for at least an hour of tutoring prior to the class and another tutoring hour after the class. For example, if a key physics course has sessions on Mondays, Wednesdays and Fridays, you will need to provide a minimum of six hours of tutoring. Tutors are typically paid at the higher end of the campus’ student staff pay rate, as their positions require specialized knowledge. You will also need to allocate some staff time to oversee the tutoring program, including the hiring and supervision of tutors, administrative paperwork, and evaluation data gathering.
amount. Beyond the student stipends, you will need to allocate money for mileage reimbursement for staff travel to the internship sites, phone costs for your “success and progress” check-ins with student interns, photocopying for program publicity and application process, and a minor amount for office supplies for necessary record keeping.

Evaluation. A high-quality evaluation support is essential for this type of STEM student success program, as there are many variables within each section of the program that require careful review during implementation, plus the need to gather reliable data on retention and graduation as an overall measure of the program’s success. As program administrators, you will simply not have the time to conduct the evaluation processes yourselves, not to mention the bias that can be introduced by evaluating your own efforts. If you have a grant budget to work with, it is standard that the external evaluator will receive 8 percent to 10 percent of the overall budget. If you must skimp and use existing resources, be sure to create an MOU agreement with your Institutional Research office and/or faculty member so there is a clear understanding of the work required, and provide as much staffing assistance (graduate student or staff member assignment) to help with the data entry, analysis and report writing. The collection of evaluation data can be assigned as a responsibility of your new program’s staff, under the guidance and direction of the evaluator.

Program Administration. Finally, there are always expenses that fall beyond the grant components but are essential for running a program, such as costs to post employment ads to hire program staff, costs related to the managing of the program’s funds, general program advertising and website costs, travel expenses for conference presentations, Advisory Board meeting costs, computer and technology needs, program postage, and office supplies. Some of these costs will only occur during the first year of your program, but some are important ongoing costs that should be factored into your budget or accounted for as “in kind” donations from campus sources. While we had a generous $2.4 million budget to create and run our program for five years, it must be said that we spent additional funds from our departments, other campus sources, and off-campus partners in order to address the true costs of the program.
WHAT DOES THE COYOTE CAREERS BUDGET LOOK LIKE?

Please see page 129 for a general overview of the Title V CoyoteCareers budget. We are not asserting that you need to design your budget exactly like ours, but only to use it as a guide for your own budget process. Your budgeting will be different depending on the number of existing staff that can be reassigned to your new project, the number of ACE modules and tutoring hours you choose to offer, etc.

### General Budget

#### STAFF SALARIES AND ADMINISTRATION

- Service Learning Coordinator $50,000
- Career Information Coordinator $50,000
- Alumni Partnership Coordinator $50,000
- Administrative/Budget Support $9,000
- Co-Director CUP $10,000
- Co-Director Career Development $10,000
- Co-Director Alumni Affairs $10,000
- Student assistants $25,000
- Student tutors $30,000

#### BENEFITS

- $95,000

#### OPERATING EXPENDITURES

- Career Development Center
  - ACE modules $14,000
- Alumni Affairs
  - Hispanic Alumni Chapter $8,000
  - Alumni recruitment $5,000
- Community-University Partnerships
  - Internship stipends $30,000
  - Training and student recruitment $5,000
- General Program Costs
  - Telephone $3,000
  - Travel (local mileage/conferences) $15,000
  - Postage $200
  - Marketing $9,800
  - Evaluation Services $40,000
  - Website, Video and Online Training $11,000

#### TOTAL

- $480,000
New student fee funds. Many of the CoyoteCareers program components have now achieved long-term sustainability through a new CSUSB student success fee that will go into effect during the 2011 fall quarter. The fee will provide support for a variety of campus programming, including some tutoring, career education, alumni networking and service-learning internships for students of all majors. Additionally, improved advising, student development opportunities, events and vital technology costs will also be funded. We believe the reason our offices were included in the new student fee request is the success we have demonstrated with CoyoteCareers. CoyoteCareers represents the best of what a multidivisional partnership can do and proved to senior administration what a successful program could produce when properly funded. CoyoteCareers has also garnered the support of faculty and students, who are important stakeholders in the process of approving additional student fees. We are all looking forward to this new phase of our program and the opportunity it presents to expand to students and alumni of all majors.

Sustainability

THIS IS GREAT WHILE YOU HAVE GRANT MONEY, BUT WHAT HAPPENS WHEN THE GRANT IS OVER?

Throughout the grant implementation, the looming question was, “How are we going to sustain this when the grant is over?” We employed a multiprong approach that included becoming a subcontractor on other grants, looking for other grant and private funding, and securing new student fee funds.

Becoming a subcontractor. The CoyoteCareers program garners great interest on campus and at our neighboring institutions, and there is certainly a universal desire to keep the components going. Through our new relationships with Sponsored Programs and STEM faculty, we marketed the program components as potential additions to new student success grants that were being submitted from our campus. For example, we developed a budget and program description for the ACE modules, which was then included in a proposal for a new student success program focused on freshmen and sophomores. We also packaged the service-learning internships program for a proposal focused on STEM transfer students. A National Science Foundation proposal that has been funded includes both ACE modules and an alumni networking component that is an extension of the CoyoteCareers model. Also, because our program has been so thoroughly evaluated, we have fresh and interesting data to share, plus a tested evaluation strategy that can be applied to other proposals.

Grant and private funding. One of our strategies is to secure other grant and private funding to continue the CoyoteCareers program and expand it to all majors on campus. We have actively sought grant opportunities and have asked our Advisory Board for their assistance in securing additional funds for the program. One of the successes of this strategy is a partnership with the CSU Chancellor’s Office on the Learn and Serve America (LSA) grant that funded the production of this manual! Through this new partnership with LSA and the CSU, we will be providing this manual and training to the other CSU campuses, with the hope that they will develop their own CoyoteCareers-style program. This is a form of sustainability, as it validates our program as a “model” and provides new opportunities for collaborative grant applications.
Key Concepts

KEY CONCEPTS FOR SUCCESS

- Adequate staffing for your new program is essential. Nothing will derail your efforts faster than skimping on the help you will need for program development and implementation.

- A high-quality evaluation is essential for program success, and you should plan to spend 8 percent to 10 percent of your total budget on evaluation costs.

- Students universally respond to free food as an enticement for attending events, so plan to either budget for food or find creative ways to partner to cover food expenses.

- Consider packaging successful components of your program as elements of new grant proposals as a sustainability strategy.

Action Steps

ACTION STEPS FOR BUDGET DEVELOPMENT

1. The budget development process is important and not something that should be done by one person. The first step is to meet with partners to determine the essential budget items and costs, and also to brainstorm the “nice to haves” in case you have additional funding.

2. Once the skeleton budget is developed, consider the expenses involved with marketing the program, both on campus and in the community. One of the keys to CoyoteCareers’ success was our branding/marketing campaign, and these efforts have led in part to the sustainability of the program.

3. An important budget consideration is the timeline that has been developed for the project. Anything that needs to be ramped up quickly or delivered multiple times will need additional staffing dollars.

4. Another consideration when developing a budget is the in-kind contributions made by the university and other partners. Your program budget should reflect all of the in-kind goods and services that will be contributed, and it is best to document these contributions in writing.

5. Before the budget is finalized, it is worth reviewing the expenditures against the evaluation plan for the program. Will the money you have budgeted help you to reach your evaluation goals?
WORKING AS A TEAM

It is one thing to understand the components of a program, but it is another thing entirely to build the team that will implement the plan. While we might know academically that good teams consist of people united toward reaching a goal, who trust each other and make the commitment to communicate and cooperate, it can be very difficult to actually pull it off. This section will describe how we came together, how we work together, and how we have stayed together throughout the process.
building...we kept talking long after lunch was over, and continued to think and talk about the possibilities of the new program for the next month.

The process of applying for the Title V grant on our campus is competitive, where interested parties submit a two-page proposal of their grant idea for administrative review. After competing with 80 other submissions, our proposal was selected and our project was slated for the next grant cycle, which gave our team a year to work on refining our concept and writing the actual proposal.

During this writing phase, the skeleton of the program was developed, and with the expert help of an external evaluator, measurable goals and activities were created. Sponsored Programs staff, along with the directors of the three offices, developed a draft narrative and budget.

When the request for Title V grant proposals was released, it focused not only on the academic and student support needs of underrepresented and underresourced students, but also specifically on the retention and graduation of STEM majors. None of us had specific expertise in the STEM disciplines, but we felt we had created a great program plan, and if we thought it would work for our students in general, then why wouldn’t it work for our STEM majors?

We quickly modified our proposal to focus on those disciplines, and added a continuation plan to expand the program to all disciplines after the Title V funding had ended. We had worked on our proposal for a year, with regular four-hour writing sessions and even more writing assignments for each director. We literally had rolling crates filled with grant drafts and scribbled notes that we dutifully dragged to each meeting. When we finally hit the electronic “submit” button, we felt we had thought of every possible nuance that would make our proposed “CoyoteCareers” program interesting to the grant reviewers and successful once implemented.

WHAT WAS IN IT FOR THE DIRECTORS?

Let's be clear: It was a lot of work. There were many times that we individually and collectively thought we were nuts to be spending all of this time writing a grant proposal that may or may not have been funded. Besides, our desks were

Partners

WHY THESE PARTNERS AND WHY THIS PROJECT?

The partnership that created the CoyoteCareers program was launched by Dr. William Aguilar, the Vice President for University Advancement at CSUSB. Dr. Aguilar, through his University Advancement work, had frequent conversations with local employers and key community leaders. A common theme of these conversations was that, while our graduates were well prepared academically, they sometimes lacked the career “soft skills” necessary to be successful employees. It was from these conversations, in addition to his knowledge of the Title V Hispanic Serving Institutions grant program, that sparked an idea to bring together a team to address this missing piece in our students’ education.

The offices Dr. Aguilar contacted were Alumni Affairs, Career Development and Community-University Partnerships. He thought that Alumni Affairs (an office in his University Advancement division) would be an excellent partner, as certainly a program like this could involve alumni in mentoring or advising roles for students. The Career Development Center (in the Student Affairs division) was also an obvious choice, as it is the office charged with helping students with job searches and preparing for interviews. The selection of Community-University Partnerships (from Academic Affairs) was the result of an earlier conference he attended, sponsored by the GSU Chancellor’s Office and California Campus Compact, that highlighted the mutual benefit of collaborations between community engagement offices, University Advancement and Public Affairs offices. Dr. Aguilar encouraged us to meet to discuss how we might create a program to address this identified student need, given the opportunity to apply for five years of significant funding through the Title V program.

The first meeting of the group was exciting, as through our conversation we discovered that we had similar goals and dreams for our individual offices, but were hampered by our lack of staff and resources. None of us had considered applying for the Title V grant before this meeting, and yet we were definitely interested in the opportunity to build a program that we knew would positively impact the lives of our students. The ideas kept coming, and the enthusiasm kept
already groaning with work, and here we were trying to add something else—a $2.4 million program that we would not only have to create, but also implement and administer over the next five years. Who does that?

So, what made it worth it? First, it must be said that the professional respect and personal friendships that developed throughout the writing process helped to keep the proposal moving forward. We encouraged each other and reminded ourselves that we had an opportunity to create a program that would change the lives of the students we all cared about, and hopefully leave a lasting legacy that would continue long after our time at the university. Second, we all desperately needed additional staff in our offices, which would be provided if this grant was funded. Collectively, we are three good administrators who shoulder a large volume of work, but even we had to acknowledge that we could not do everything that we felt our offices should be offering for our students and alumni. We needed help, and this was a way to secure one additional staff member per office. Finally, Dr. Aguilar, our evaluator and the Sponsored Programs staff kept us going by keeping us on schedule, writing important sections of the proposal, and providing support and encouragement.

So what did we gain for each of the offices?

- The Career Development Center (which operates with two and one-half full-time permanent staff and one temporary employee) added one full-time Career Information Coordinator to implement workshops, create online programs, and administer the STEM tutoring program.
- Community-University Partnerships (which operates with two full-time permanent employees) secured funding for a Service Learning Coordinator to recruit community partners and place student interns.
- Alumni Affairs (which operates with three employees) updated its alumni database and hired an Alumni Partnerships Coordinator to engage STEM alumni and to increase university affinity through the establishment of a Hispanic alumni chapter.

## Sustaining the Partnership

### HOW DO YOU KEEP THE PARTNERSHIP GOING?

**Regular meetings.** CoyoteCareers “success and progress” meetings are scheduled every week, and for the first year, all directors and program staff attended these meetings. The monthly evaluation team is also attended by the directors and staff to ensure we are all aware of our progress on grant goals. In addition, the three directors would also meet every other week for troubleshooting and planning, and each CoyoteCareers staff member had weekly individual supervision meetings. During the first year of the grant, we needed this structure to ensure we were communicating and also to rapidly launch the elements of the program. One of the directors also started the habit of talking with the grant’s budget staff at least twice a week, which has continued throughout the implementation of the grant program.

As the program was developed and implemented, the need for the three directors to meet has subsided, and issues can generally be discussed during a working lunch. The weekly meetings are now led by the CoyoteCareers staff, with only one director attending. All of the other meetings continue, which may seem like overkill, but we have found these meetings are essential to keep communication flowing between the three offices, especially because our offices are located in three different buildings on campus.

**Recognition of our success.** It was critical to recognize the successes that occurred in the program, even if we were the only ones clapping. We chose to view our evaluation process as a way to either celebrate our successes, or to find what was not working and change it so we could reach our goals. The monthly evaluation team meeting became one of the ways that we systematically looked for things to celebrate. We also highlighted our progress by asking our CoyoteCareers students to talk about the grant’s budget staff at least twice a week, which has continued throughout the implementation of the grant program.

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and generally told anyone who would listen about what we were doing and the success we were having. By intentionally highlighting all of the good things that were happening, we not only helped to elevate the campus’s knowledge about our program, but also boosted our own morale and provided our own encouragement to keep going.

**Action Steps**

**ACTION STEPS TO CREATE A SUCCESSFUL PARTNERSHIP**

1. Review your contacts and ask your colleagues for recommendations and suggestions for appropriate partners.

2. Set exploratory meetings to gauge interest and opportunities.

3. Suggest specific goals and objectives for the team to pursue, and formalize the plan with a written document.

4. Determine what would make it personally worthwhile.

5. Begin scheduling regular meetings.

6. Elect a point person or primary leader or organizer to keep the group on task.

7. Celebrate your successes by publicizing your team accomplishments.
GETTING STARTED

WHERE DO I START?

You have decided to start a program like CoyoteCareers for STEM student success…now what?!

Here is a checklist to guide you:

• Identify the project co-directors and key on- and off-campus partners.
• Delineate areas of responsibility and deliverables.
• Formalize what each area/individual brings to the project through an MOU.
• Develop a schedule of meetings.
• Create a budget.

Key Concepts

KEY CONCEPTS FOR SUCCESS

• Staffing is a critical element in student success programs. Pay particular attention to the staffing needs to make sure all partners have at least foundational support for the program.
• Determine what will make this project worth the extra work, both professionally and personally. Discuss what the success of the program will look like for each partner, and talk regularly about progress toward these goals.
• Schedule regular, ongoing meeting dates with the partners. Plan to meet weekly during the implementation phase of the program. Incorporate food and fun into program meetings. Pretzels and hummus, coffee, chocolate—whatever keeps your energy levels high—you will need it.
• Create an Advisory Board for your new program, and include campus administrators, alumni, community partners and students. Ask the Board to help strengthen the program with its resources, connections and ideas. Share evaluation summaries during Board meetings so members have up-to-date information about program activities and successes.
• Publicize your successes to secure support from upper administration, both for the program and for your professional development.
• Decide whether or not an advisory board is appropriate to help expand the reach of and resources for your project; identify its mission and expectations of members.
• Brainstorm and identify a name for your project.
• Determine how you will brand the project (logo, slogan, key messages, for example).

Once your project is underway:

• Develop an “elevator speech” and a fact sheet about your program.
• Develop news releases to promote your project, its purpose and benefits to the campus.
• Meet with faculty, deans and others to share details about the project, and get their feedback and suggestions on how to improve it.
• Keep good records, especially those that involve decisions made and allocation of funds.
• Report progress and outcomes quarterly and annually.
• Do not hesitate to change course in one or more areas of your project if something is not working.
• Regularly publicize your activities and achievements—online and in publications.
• Maintain an accounting of all financial transactions, using a system that best fits your project and your campus’s financial reporting system.
• Acknowledge in all promotional and print materials the support of any funding agencies, departments, colleges and donors (do not forget in-kind support!).
• Engage and update your advisory board and volunteers on a regular basis; seek their feedback for program improvements, recommendations on new partnerships, and for assistance with program promotion and fundraising.

• Photograph your program’s activities and incorporate them into marketing and publicity efforts.
• Develop a filing system, by year, for all program records (both financial and programmatic), and document everything.
• Review your program’s goals frequently to make sure you are making progress.
• Expect that you will need to make changes in your approaches to reach program goals. Even your most well-intentioned efforts may not be fruitful, so be willing to examine and revise practices that are not yielding results.
• Publicize your success stories.

ADDITIONAL ONLINE RESOURCES

stemcareer.com/
projectsource.tamucc.edu/
www.msmc.la.edu/campus-resources/title-v-grants/past-title-v-grants.asp
www.citruscollege.edu/admin/titleV/pages/default.aspx
www.elcamino.edu/academics/stem/
www.ucc.edu/academics/STEM/default.htm
www.massachusetts.edu/stem/index.html
CONCLUSION

Welcome to the next chapter…your new program!

Now that you have reached the end of the basic setup of your new program, we wanted to share one final concept we learned during the process of developing the CoyoteCareers program.

ALLOW FOR THE UNEXPECTED!

There were several times during the development of CoyoteCareers when we heard from STEM students and faculty, “It would be great if you would add ___________.” Ideas from the partners we worked with provided valuable new components to CoyoteCareers: new ACE modules about writing a personal statement and getting into medical school; additional tutoring in the academic departments themselves; scientific laboratory tours; cross-recruiting students with other STEM student success programs at our campus; and the addition of a
new public sector internship and recruiting forum, where internship site hosts and potential STEM employers had the opportunity to inspire interested students.

We also found unexpected opportunities for additional funding for CoyoteCareers’s components, including applying with various partners for additional grant dollars from new sources; collaborating with STEM faculty to sustain components of CoyoteCareers as a part of larger grants; joining a campus-based effort to lobby for a new student fee to cover program component costs for the long-term; and finally, collaborating with the CSU Chancellor’s Office on a Learn and Serve America grant to write this manual and share our program model with you.

It has been a journey of unexpected outcomes—who would have thought our CoyoteCareers program would be discussed during a USDA presentation in Dubai, win both regional and national awards, and most importantly, positively impact the retention and employment rates for our STEM students? Throughout all of the growing pains of program development and implementation, it has really been the unexpected that has kept this program fresh and, frankly, amazing to work on.

So, from our corner of California, with our talented and diverse students and the lowest college-going rate and almost the highest unemployment in the country, we give this program to you and your university with your unique strengths and challenges. We wish for you the unexpected in your journey toward STEM student success!

Diane Podolske, Carol Dixon, Pam Langford and Rebecca Eddy

Author Biographies

Diane Podolske, PhD, Director of Community-University Partnerships, is the Project Co-Director on CSUSB’s award-winning Title V grant, CoyoteCareers. She has 20 years of higher education administrative experience and leads CSUSB’s community engagement initiatives, including academic service learning, co-curricular volunteer service and community-based research. Under her leadership, CSUSB has received national recognition on the President’s Higher Education Community Service Honor Roll and with the prestigious Carnegie Classification for Community Engagement. Diane was named as CSUSB’s “Outstanding Employee of the Year” and also received the Golden Apple Award in 2009. She received her doctorate in educational psychology from the University of Nebraska-Lincoln.

Carol Dixon, MBA, Interim Director of the Career Development Center, is a Project Co-Director for the CoyoteCareers program. Recognized as an effective manager, Carol also serves as the Director of the Coussoulis Arena, a 5,000-seat university sports facility that holds local and national events. She is also a lecturer in the Marketing Department. She has developed and implemented career programs and has won the 2011 National Association of Colleges and Employers Innovation Excellence Award for Diversity for the CoyoteCareers program. She was recognized as the Outstanding Adjunct Faculty of the Year (2002), a “Citizen of Achievement” by the League of Women Voters, and was most recently named a “Woman of Distinction” from the 63rd District of the California Legislature. She received an MBA from California State Polytechnic University, Pomona.
Pamela Langford, MBA, Director, Alumni Affairs, is a Project Co-Director for the CoyoteCareers program. Pam has 28 years of experience in higher education, including 22 in university advancement, where she was directly responsible for building programs in annual giving, legislative advocacy and alumni relations. Since her appointment as Director, Pam has tripled CSUSB’s Alumni Association membership and has been instrumental to many successful campaigns and projects, which have earned Awards of Excellence from the Council for the Advancement and Support of Education. Pam also coordinated a successful Alumni Professor for a Day program, bringing accomplished alumni back to share their career road-to-success stories with students. She received an MBA from California State University, San Bernardino.

Rebecca M. Eddy, PhD, is a Program Evaluator and President of Cobblestone Applied Research & Evaluation, Inc. located in La Verne, California. She is also a former faculty member in the School of Behavioral and Organizational Sciences at Claremont Graduate University. She received her doctorate in applied cognitive psychology and has focused much of her work on applying principles of learning and cognition to educational evaluation of programs, schools and curricula. She has worked with several programs and organizations, particularly those interested in advancing underrepresented minorities in the science, technology, mathematics and engineering (STEM) fields, including the CoyoteCareers program at California State University, San Bernardino.