

“MAKING EXPERIENTIAL LEARNING ACADEMIC”

Center for Experiential Learning Year in Review 2004-05

At the core of experiential learning is the notion that for experience to be most valuable in the learning process it needs to be preceded by study and followed by analytical reflection. Much of the “study portion” of the CEL’s own experiential learning process in academic year 2004-05 came as part of the CEL’s self-study/external review. Insights from that exercise are included in this report and help inform its organization and conclusions. Compiling the data for the report requires a documentation of the year’s experiences but also allows for some thoughtful reflection on those experiences. That reflection is also an important part of this report.

Since its beginning the Center for Experiential Learning has sought to connect students’ experiential learning experiences to the college’s academic program. The CEL’s mission statement stresses the importance of an integrated, classroom-based program. Achieving an integrated, academically-based program is not easy, but the CEL made great strides in 2004-05 in advancing this goal. The CEL undertake a comprehensive self-study that included an extensive assessment of the experiential learning program’s goals of achieving “awareness,” advancing “acceptance,” and demonstrating “value added.” From this the CEL staff was able to identify program successes that merit expansion and program weaknesses that need attention. The CEL staff also sought ways to connect more effectively with ongoing academic programs.

The Center for Experiential Learning is a central part of the academic life of the campus. This centrality is reinforced by a variety of academic connections and initiatives.

Programmatic oversight is provided through a CEL Faculty Advisory Committee and the advisory committees of the CEL offices. These advisory groups provide significant input for program development; members of the advisory groups also function as some of the most outspoken proponents of experiential learning on campus. Programmatic integration, which means working closely with faculty to advance the mission of the college, comes through CEL’s leadership role in the College’s Lilly Grant Program, *Lives of Worth and Service*. And, in the past few years, several significant programmatic functions have been assigned to the CEL. While these added functions create more work for the CEL team, the group perceives these additional functions as an indication that the College sees the value of the CEL and recognizes the professional abilities of the CEL team.

MEMBERS OF THE CEL PROGRAM TEAM

- Stacy Bales, Counseling Intern
- Andrea Becker, Program Assistant and Technology Coordinator
- Bruce R. Dalgaard, Executive Director
- April Femrite, Career Counselor
- Brad Kmoch, Director, Servant Leadership (fall 2004)
- Laura Kreider, CEL Program Assistant
- Kate Monson, Service Learning Consultant (spring 2005)
- Sian Muir, Entrepreneurial Consultant
- Colleen Nugent, Assistant Director, Career Connections
- Eileen Shimota, Associate Director, Internships
- Pat Smith, Associate Director, CEL and Director, Career Connections
- John Stull, Entrepreneur-in-Residence

PROGRAMMATIC OVERSIGHT

The CEL's Faculty Advisory Committee always serves as a "sounding board" for ideas and plans within the experiential learning program. For example, as the CEL defined its mission and the scope of its programmatic activities, the Advisory Committee was a major force in the development of "Academic Competencies" and "Life Long Learning Goals" that have guided program development over the past four years. In the fall the Committee met to provide direction and guidance as the CEL staff began to devise a plan for its self-study. The Committee was instrumental in helping the CEL narrow the scope of its self-study and refine the questions that guided its inquiry. Members of the Committee played a key role during the external reviewers' visit to campus. Perhaps most importantly, members of the Committee assisted in an interpretation of the external reviewers' report and in devising a plan of action for the coming year based on the recommendations of that review.

The CEL's Faculty Advisory Committee members are:

- Bill Sonnega, Theater/Media Studies
- Steve Soderlind, Economics; Dean's Council representative
- Dana Gross, Psychology
- Mary Titus, English
- David Booth, Religion/CIS
- Mary Carlsen, Social Work
- Mary Cisar, Romance Languages/Registrar
- Steve McKelvey, Mathematics
- Susan Bauer, Interdisciplinary Fine Arts

SELF-STUDY/EXTERNAL REVIEW

Much of the 2004-05 academic year was spent planning for and then carrying out the CEL's self-study, coordinating the external review, and processing the results of the study and external report. The CEL staff displayed some of its finest skills in this process. The members of the staff worked in close coordination and assumed responsibilities for completing the project. The CEL team feels the self-study is a significant document that demonstrates the growth and development of the experiential learning program over the past four years. A major part of the self-study was the assessment component, portions of which are included at the end of this annual report.

The full self-study appears on the CEL website.

Following the completion of the CEL self-study, three experiential learning professionals were invited to campus for an intensive review of the experiential learning program. The external reviewers were:

- Lynne Montrose, Regis University, Denver, Colorado
- Regina Grantz, Alverno College, Milwaukee, Wisconsin
- Nadinne Cruz, Educational Consultant, Previously with Stanford University and HECUA

The reviewers visited campus April 24th through 26th and submitted their report in late May.

The self-study and external reviewers' report are serving as the basis for further reflection and for improvements in the CEL's work on and off campus.

COORDINATING SCHOLARSHIPS

The College is attempting to centralize all post-graduate scholarship programs and to systematize the processes for internally awarded, non-need based scholarships and fellowships. The CEL has been charged with these responsibilities. Specific responsibilities for these programs are aligned with programmatic functions within the CEL.

CEL executive director, Bruce Dalgaard, is the point person for all post-graduate scholarship programs on campus. This means that he identifies faculty advisors for each program as well as serving as program advisor for several himself. The goal is to make the CEL the clearinghouse for scholarship information and materials. Some of this has been accomplished. The Fulbright Program is the best example, with the CEL handling all publicity, arranging information sessions, coordinating the faculty advisory team, and assisting in the compilation of applications. The CEL also plays a primary role in the British Marshall Scholarship program and the Jack Kent Cooke program. Other major scholarship programs with which the CEL assists are the Harry S. Truman, George J. Mitchell, Luce, Andrew W. Mellon Fellowships in Humanistic Studies, Paul and Daisy Soros Fellowships for New Americans and the Rotary Ambassadorial Scholarships.

In addition, the CEL is becoming the repository for information and the coordination unit for a number of St. Olaf scholarship programs. These include the Kloeck-Jensen Peace and Justice Scholarship, the Melvin George Service Fellowship, The Joy Korda Schaeffer Service Scholarship, the David Minge Fellowship, the Federated Insurance Leadership Scholarships, the Target Corporation Scholarships, the James Braulick Entrepreneurial Scholarships, and all the scholarship programs associated with the Lilly Grant Program. During academic year 2004-05 the CEL assisted in awarding over \$50,000 to exemplary students. For all of these programs, the CEL website is the primary source of information and all scholarship applications are found on-line. Applications are submitted to the CEL and faculty are involved in reviewing the applications and in selecting recipients.

The goal is to provide a central repository for information and assistance for students, and faculty, interested in both St. Olaf and external scholarships.

ACADEMIC PROGRAM COLLABORATION

Collectively and individually, members of the CEL team participate in and contribute to the College's academic programs. The collaboration reflects the CEL's philosophy that it can advance experiential learning opportunities and strengthen the teaching/learning process by working with faculty.

Faculty Development

A pioneering program in 2004-05 was the Summer Service-Learning Institute that involved five faculty colleagues in an intensive service-learning training program. Funded by a grant from the Minnesota Higher Education Services Office through the Minnesota Campus Compact this program was designed to give faculty the training and then the time to develop service-learning courses. Diane Angel (Biology), Susan Bauer (IDFA), James Hanson (Religion), Phil Stoltzfus (Religion) and Mary Titus (English) participated in a one-week institute directed by national service-learning expert, Edward Zlotkowski. Each faculty member launched a service-learning course, or component of a course, during the past academic year.

Collaboration with Academic Programs

As part of the continuing outreach to academic programs CEL team members made a series of presentations and became involved with specific program initiatives.

- Boldt seminar group – presentation involving theory of experiential learning and the functions of the CEL and how that enhances a liberal arts education (Eileen)
- CEL information sessions with the five associate deans (Bruce and Eileen)
- CEL information presented at the fine arts chairs meeting (Bruce and Eileen)
- CEL information presented at the music department meeting (Bruce and Eileen)
- Bio-medical studies concentration – work with students and director to fulfill the required CEL components of the contract for the concentration (Eileen)
- Management studies & Media studies concentrations – provided information sessions and work with students to fulfill the required CEL components of the contract for the concentration (April and Eileen)

- Creative therapies panel – representing the following areas: art therapy, dance therapy, music therapy, speech therapy reaching students from the following majors: art, bio-medical studies, dance, education, exercise science, family and social services, music, and psychology (Eileen)
- Coordinated bio-medical studies career panels with Ted Johnson, director (Eileen)

Course Offerings through CEL

One of the ongoing contributions by the CEL to the academic program is the teaching provided by members of the CEL team. This teaching comes through full course offerings as well as through specific classroom presentations.

Sian Muir, Entrepreneurial Consultant in the Finstad Office for Entrepreneurial Studies, offered three courses during 2004-05. She taught Management Studies 250 (Marketing) in the fall (20 students) and spring (28 students) and Management Studies 256 (Principles of Entrepreneurship) in the spring (18 students). One of the advantages of having a CEL staff member involved in courses such as this is that St. Olaf alumni and friends who work closely with the CEL in other programs can provide real-world experiences to our students in the classroom through guest lectures. Sian involved Eric Molho '93 (3M), Mark Pritchard '85 (Best Buy), Mark Johnson '82 (Waterman Group), Brett Norgaard '82 (Wire the Market), James Schlichting '68 (James Schlichting, PLLC), Eric Engwall '88 (Personnel Decisions Internat'l), Thomas Puff '83 (Venture Law Resources), and Dave Frauenshuh (Frauenshuh Companies).

Classroom Presentations

CEL staff members also make regular visits to classrooms to work with faculty and students on a variety of topics related to experiential learning. The formal classroom visits are listed below.

- *Senior Dance Seminar* – Planning and Implementing Life-long Career Goals; fall (Colleen & April)
- *Methods & Skills in Social Work I* – MBTI: Understanding Your Strengths as a Social Worker; fall (Pat & Colleen)
- *Nursing In Complex Systems* – Resumes and Interview Skills for Nurses; winter (Eileen & April)
- *Developmental Psychology* – Career Development: Theories and Realities; 2 sections fall, 2 sections spring (Pat & Colleen)
- *Psychology of Personality* – MBTI: Jung's Theory and the MBTI; 2 sections fall (Pat & Colleen)
- *Student Teaching Seminar* – Tools and Skills of the Education Job Search; fall and spring (Pat)
- *"I Want to Help People"* – Developed and facilitated vocational workshops for Mary Carlsen's course during Interim 2005 (Pat, Colleen, April, Stacey)
- *Knowing, Caring, & Communicating* – MBTI and Communication Style; Interim (Pat & Colleen)
- *Methods & Skills in Social Work II* – Tools and Skills for the Practicum Search; spring (Pat)
- *Family Relationships and Family Studies Senior Seminar* – Discussed attachment formation and issues within adoptive families to two separate Family Studies courses, spring (Pat)

- *Senior Sociology Seminar: Making Meaning in America* – Vocation at St. Olaf; spring (Colleen & Eileen)
- *Research Methods in Psychology* –All About Graduate School, part of a panel presentation; spring (Colleen)
- *Management Studies Information Sessions*– Reviewed portfolio requirements for all Management Studies students (April & Eileen)
- *Management Studies Technology Sessions* – Reviewed technology component of the Senior Capstone CD (April & Andrea)
- *Interim philosophy class* – theory of experiential learning, internships, overall CEL functions (Eileen)
- *Exercise science senior seminar* – theory of experiential learning, internships, overall CEL programs and services (Eileen)
- *Nursing senior seminar* – resume, interview skills (Eileen)
- *Introduction to sociology* – overall CEL programs and services (Eileen)
- *Sociology senior seminar course* – overview of vocation (Eileen)
- *First year writing seminar* – overall CEL programs and services (Eileen)

Academic Advising – The EXPLORE Program

The EXPLORE Resource evolved as a collaborative effort between Jim McKeel in the Academic Advising Center and Pat Smith/Colleen Nugent in the CEL. The primary goal was to unite the resources that students use as they are navigating the confusing process of exploring and choosing majors and provide them with a visible mechanism by which they can easily access those resources to engage in intentional, well-rounded exploration of the liberal arts.

The key components of the EXPLORE Resource are a brochure which outlines on-campus resources, tips, and a five-stage checklist, and an interactive website allowing students to virtually explore their interests, departments on campus, and the other resources available to them 24 hours a day. While much of the work establishing the program was completed by the members listed above, the following people served as important consultants through numerous meetings with us, as well as aiding us in implementing the program:

- David Booth, Center for Integrative Studies
- Mary Cisar, Registrar’s Office
- Kurt Stimeling, Dean of Students Office
- Cheryl LaCroix, Academic Advising Center

In addition, implementation of the program included the following activities beyond designing the brochure/website and consultation meetings:

- Designing a postcard featuring special links for parents which was mailed to students’ homes during the summer
- Distributing brochures to all first-year students in their Week One advising folders
- Presenting a workshop for parents during fall Homecoming and Family Weekend on exploring majors and careers
- Presenting to student leaders from the CEL, the Academic Advising Center, and the Academic Support Center during fall training

- Linking our materials and the interactive website from the Registrar’s Office online letter to parents, the Dean of Students First Year Dean’s website, and the CEL and AAC websites
- Advertising our website link in the Dean of Students’ e-newsletter to parents
- Designing a bulletin-board postcard and packet of materials explaining the resource for faculty advisors, mailed to them this spring

Academic Internships—Working to Connect Study and Experience

Academic internships have been an important part of the St. Olaf curriculum since the early 1970s when the college faculty adopted guidelines for experiential learning. The CEL has built upon that long-standing tradition and has worked with the faculty to improve internship offerings. A significant accomplishment in this regard during 2004-05 was the revision of the college’s guidelines for academic internships and the recommendation to the faculty for a .5 credit internship.

- CEL created the .5 credit internship option. Approved unanimously at the April faculty meeting offering more flexibility to academic programs and students to “fit in” an important experiential learning activity
- Dissolved the recognition internship option following newly suggested St. Olaf legal guidelines
- Using the academic internship form as a guide, enhanced the career experience option for students allowing them to focus more deeply on the internship and better prepare for their academic program requirements

Academic internships continue to play a major part in many academic programs. Beyond using experiential learning to satisfy requirements for a major or program concentration, students in increasing numbers are independently seeking internships to enhance their learning. The numbers for students enrolling in academic internships demonstrate the widespread interest in this form of experiential learning.

Data for Academic Internships

Summer 03-04	20 (12 female/8 male)
Fall 04-05	10 (6 female/4 male)
Interim	59 (37 female/22 male)
Spring	32 (22 female/10 male)
TOTAL Academic:	121 (77 female/44 male)

Data for Recognition Internships:

Summer 03-04:	23 (15 female/8 male)
Fall 04-05:	10 (6 female/4 male)
Interim 04-05:	4 (3 female/1 male)
Spring 04-05:	3 (3 female)
Total Recognition:	40 (27 female/13 male)

The CEL also advances a variety of internship programs designed for students with specific interests. In some instances these programs are funded by alumni donors and in others by

foundation grants. In all instances, though, these internship programs are implemented in conjunction with faculty from the appropriate academic department.

Estenson Internships

The Wallace J. Estenson Entrepreneurial Internship program had 46 applications. There were 23 first round applicants selected and 14 accepted to second round interviews, however, after completion of the interview process the program was abruptly withdrawn by Mark Johnson citing disagreement with the current college administration.

Incubator Program (Internship)

A January Term internship was offered this year in collaboration with the Northfield Enterprise Center (NEC). Senior, John Madson, compiled a comprehensive report on the financial viability of a business incubator in Northfield. The report has provided a foundation for economic development discussion between the NEC, the City of Northfield and other interest groups. The City of Northfield has described the report 'as a useful tool that they have included in the tool box'.

James S. Kemper Foundation Summer Entrepreneurial Internships

This year the Entrepreneurial Studies program received a James S. Kemper Foundation grant for \$32,000. The grant is being used to fund stipends for six St. Olaf student interns to work with start-up businesses in the Northfield community, through collaboration with the Northfield Enterprise Center. Students will form consultant teams serving small Northfield businesses, helping with development work such as creating business plans, loan proposals and marketing plans. These companies range from retail to non-profit organizations. Students in this program receive Internship academic credit and can make a fully-funded trip to an academic entrepreneurship conference.

Lilly Summer Vocational Internships

The Office of Servant Leadership and Office of Church Relations developed a program to allow five or six St. Olaf students to live at Luther Seminary in St. Paul and serve at internships at area churches or service organizations. These internships are based on the Lutheran Volunteer Corps model of intentional community, and the internships are at Minneapolis and St. Paul urban area churches that are particularly active in their respective communities. Along with the internship, students work with a mentor from Luther Seminary, Randy Nelson, who helps them gain more from the experience through intentional reflection. In the summer of 2004, six St. Olaf students participated in vocational internships with support from the Lilly Program Grant. The following six students were awarded stipends for the Summer 2005 program:

- **Megan Remtema '07**, at Calvary Evangelical Lutheran, Chicago Avenue, Minneapolis
- **Thomas Rusert '06**, at Galilee Evangelical Lutheran, Roseville
- **Elizabeth Pearce '06**, at Christ Lutheran On Capitol Hill, St. Paul
- **Elizabeth Decker '06**, at Redeemer Lutheran, Glenwood Avenue North, Minneapolis
- **Pamela Sersen '06**, at Our Savior's Lutheran, Chicago Avenue, Minneapolis
- **Jacob Erickson '06**, at Gloria Dei Lutheran, Snelling Avenue, St. Paul

STUDENT PROGRAMS

The CEL continues to develop and deliver a variety of student-oriented programs and services. These range from one-on-one counseling to skill development workshops to job-search preparations. There is a long tradition of serving students at St. Olaf and these many and varied activities continue that tradition by meeting students' needs. Most of these initiatives are very labor intensive and the CEL team is seeking ways to continue serving students but in more time-effective ways. There is a great sense of pride with the CEL at the team's ability to address students' needs and help them make the transition from life at Olaf to life after Olaf.

What appears below is a listing and description of some of the more significant student programs undertaken by the CEL.

Workshops/Seminars/Open Houses

Self-Assessment

- *Exploring Majors and Careers Workshops* – Developed and presented 2 workshops in the spring (April)

Skill Development

- *SSS/PEP workshop* – resumes; summer (Eileen)
- *Peer Advisor Training* – Colleen oversaw training, April led training sessions on resume/cover letters and an overview of the resource library
- *SSS/PEP workshop* – internships and job shadowing; fall (Peer Advisor)
- *Strategy Sessions: GRE, LSAT, MCAT, GMAT* – strategies for success on graduate school admissions exams presented by Princeton Review (Colleen)
- *Interview Skills Workshops* – 6 workshops offered throughout the year (April & Eileen)
- *Resume Workshops* – 6 workshops offered throughout the year (Eileen & April)
- *Backpack to Briefcase* – over 150 students attended 1 of 3 workshops in preparation for the MPC Job & Internship Fair (April & Eileen)
- *Residence Hall Programs* – 5 workshops presented on resumes, searching for summer jobs and internships, cover letters (Peer Advisors)
- *Wellness Peer Education Programs* – 2 workshops on Resumes/Interviewing & Self-Esteem and Job Searching & Confidence/Stress Reduction (Peer Advisors)
- *Job Search Workshop for Seniors* – Developed and presented 2 workshops in the spring (April)

CEL Services

- *JC/RA Training* - Introducing the CEL as a Resource (Colleen)
- *Academic Advising & Academic Support Peer Leader Training* – EXPLORE Program (Colleen & Pat)
- *Resources for History Majors* – overview of CEL resources on career/internship resources for the history department (Colleen & April)
- *Workshop for Joan Hepburn's Women of Color group* – CEL resources, searching for jobs and internships (Peer Advisor)

General Opportunity Information Sessions

- 28 organizations hosted a table at Stav Hall to provide students with information on summer, volunteer, and other opportunities
- 12 graduate schools (seminary, law, and other) visited St. Olaf and hosted information tables in Stave Hall

Job Search Initiatives

OleRecruiting

OleRecruiting continues to provide a web-based, job search database and recruitment management tool for students and alumni. Under Andrea's management, information is entered and updated continually. In the past year, 416 jobs and 127 internships were entered into the system. As the end of the initial contract with Experience approached, we took the time to evaluate other similar systems (Pat, Andrea, Colleen); in the end, we renewed the original contract for another three years.

On-Campus Recruiting (coordinated by Eileen and Andrea)

2004-05 provided many career opportunities for St. Olaf students through on-campus recruiting. The following companies came to campus and provided one-hour information sessions about their organization giving students the opportunity to learn more about them and the employment positions they had available.

COMPANY

ACR Homes
AFLAC **
Amigos de las Americas
Analysis Group, Inc. **
Best Buy
BUNAC USA
Camp Manito-Wish YMCA
Campaign to Save the Environment
Dahlen, Berg & Co. *
Denver Publishing Institute
Educational Resources Group
Epic Systems *
Ernst & Young
Federated Insurance *

General Mills *
Ingber & Aronson
JET
Learning Works
Minnesota Life *

POSITIONS AVAILABLE

Program Counselor
Sales/Sales Management
Volunteer Intern
Analyst
Inventory Analyst
Temporary positions in British Isles
Summer Camp Postions
Volunteer
Analyst
Book Publishing Course
Private School Teacher
Project Manager, Technical Services
Auditor
Actuarial Analyst, Claims Representative,
Sales/Marketing, Underwriter
Marketing Associate
Legal Assistant
Assistant Teacher, Japan
Summer Program Teacher
Assistant Actuarial Analyst, Programmer
Analyst, Rotational Management
Development

Peace Corps	Volunteer
Piper Jaffray	Investment Banking Associate
Target Corporation *	Business Analyst
Target Technology *	Programmer Trainee
Teach for America	Teacher
The Student Conservation Association	Environmental Volunteer
Thrivent Financial for Lutherans *	Financial Associate
Zurich North America *	Construction Business Associate

(* Interviewed on campus; other organizations interview at their location.)
(** No information session prior to interviews.)

Students applied for the above positions through OleRecruiting. More than 250 resumes were submitted for on-campus interview slots. Almost half of those were selected to interview on campus and many were given job offers at the above companies. The organizations that posted job descriptions and collected resumes but did not interview on campus selected students for phone interviews or interviews at their headquarters. Many students reaped the benefits of OleRecruiting and on campus recruiting. With minimal effort on their part, they had access to many organizations, open positions in all career areas, and CEL staff available to assist them in the job search process.

Alumni from top-notch companies are impressed with the knowledge and abilities of current students and have been influential in getting their respective organizations to recruit at St. Olaf. This type of extraordinary effort was evident in the energy that several influential alumni at Best Buy put forth to present opportunities to students in October and then to host those students at a site visit to Best Buy in February. Alumni at other organizations demonstrate the same type of commitment both to St. Olaf.

While the primary purpose of the above companies was to hire St. Olaf students to fill positions at their organization, the relationship between them and CEL was far richer than that. Federated Insurance provided scholarships to two students. Target and General Mills provided generous gifts to the CEL to enhance the recruiting efforts.

It was another productive year for organizations to connect with St. Olaf faculty. Through coordination of the CEL staff, many faculty from all academic areas attended on-campus business lunches with the recruiters to exchange ideas on current academic trends and the latest issues in the corporate sector. The Target luncheon was a highlight of faculty collaboration with faculty from several disciplines, President Thomforde and Assistant Provost Ostebee participating. At the lunch, the five Target recruiters (3 of them Oles) presented St. Olaf with a \$5000 gift.

Students could get prepared for all areas of the job search process in the CEL. Help with resumes, cover letters, mock interviews, interview skills workshops, and one-on-one counseling was available to each student who was interested. Qualitative data suggests that the students who used the CEL were prepared and competitive in the job search process.

Job Fairs

- *Government Job Fair* - 11 students attended event at St. Kate's (Pat, Colleen, April, Andrea)
- *MN Private Colleges Job & Internship Fair* – 190 senior and intern candidates attended (April coordinated; all staff attended)
- *Summer Job & Camp Fair*- 32 Lutheran Camps, 18 other camps, 1 volunteer organization, 1 resort and 6 businesses (58 total) participated (Andrea)
- *MN Education Job Fair* – attended by 37 students/alumni certified to teach (Pat, Colleen, Andrea)
- *Idealist.org Nonprofit Job & Internship Fair* – 10 students attended event at the U of M's Humphrey Center (April & Colleen)
- *8th Annual World Wide Service Fair*-part of Servant Leadership week this February program brought twenty-two service organizations to campus to illustrate the value of service in the world. Groups represented at this year's fair included Amigos de las Americas, Catholic Charities, International Partnership for Service-Learning & Leadership, Lutheran Service Corps, Peace Corps, and Youth Encounter.

Individual Student Appointments and Clients

Colleen:

Appointments: 240

Clients: Males – 46 ; Females – 128; Total - 174

First-Years – 18; Sophomores – 29; Juniors – 45; Seniors – 82

Stacey:

Appointments: 129

Clients: Males – 31; Females – 60; Total - 91

First-Years – 9; Sophomores – 24; Juniors – 15; Seniors – 43

April:

Appointments: 173

Clients: Males – 44; Females – 86; Total - 130

First-Years – 10; Sophomores – 30; Juniors – 34; Seniors – 56

Pat:

Appointments: 26

Clients: Males – 5; Females – 19; Total - 24

First-Years – 0; Sophomores – 2; Juniors – 5; Seniors – 17

Sian and John (combined):

Appointments: 95 (an additional 14 met with Sian, John and Andrea)

Eileen:

Appointments: 378

- internships—48
- academic credit—211

- recognition credit—56
- resume/cover letter—24
- mock interviews—26
- other 11

Assessment Inventories Interpreted: (Colleen, Stacey, and April)

Strong Interest Inventory – 57

Campbell Skills and Interest Survey – 21

Myers-Briggs Type Indicator – 31

Walk-In Student Traffic: (Peer Advisor Team)

532 student contacts by peer advisors from Sept. 9, 2004-May 16, 2005

Alumni (and Other) Clients and Appointments: (All)

Male – 38; Female – 49; Undocumented – 3; Total - 90

Individual Contacts: (All)

Male – 60; Female – 76; Undocumented – 3; Total - 139

Phone – 46; Email – 18; Appointment – 50; Walk-Ins – 25

Finstad Grants Promoting Entrepreneurship

The Finstad Grant program awards grants to individual St. Olaf undergraduate or teams that develop business plans for entrepreneurial (either profit or non profit) ventures. Overall, 28 students have formed 23 businesses.

Received Grant - 2002-2003

Joshua Wyatt	Studio 261 (recording)	2005
Carl Schroeder	Music from the Hill 2003 (producing CD)	2005
David Rossow, Alan Durand,		
Lars Schlereth	Lost for Discs (golf discs)	2005
Paul Marino	XEOJAX (music production)	2006

Received Grant - 2003-2004

Anna Ericksen	Ole' Creations (jewelry & more)	2005
Paul Marino	XEOJAX (music production)	2006
Lucas Paine	Lucas Paine (music)	2006
Brian Peters	Faux Pas Printing (printing)	2005
Jeff Neidt	Tin Whisper Music (music)	2005
Olliver Garrison	Ole Exchange (text book trading)	2006
Kate Dietrick/Tracee Mergen	The Mix (buy/sell used CD's)	2006

Received Grants - 2004-2005

Andrea Cianflone	Eclectic Edge (music)	2004
Brian Peters/Sarah Bryant	Contemporarily Retro (dorm decor items)	2005

Brian Peters (Amendment)	Faux Pas Printing (printing)	2005
Ian Anderson	Afternoon Records (music)	2007
Max Davenport	Gwarster Inc. (Button Making Bus.)	2008
Stefan Johansson/Austin West	Virtue Enterprises (Coupon Book)	2005
Matt Frauenshuh	Ole Gear (Ole Clothing)	2005
Ryan Swenson	Threshold Athletics (Training Prog.)	2005
Mark Johnson	Plymouth Painters (Painter)	2007
Dayna Burtness	STOGROW (St. Olaf Organic Farm)	2007
Ian Anderson (Amendment)	Afternoon Records (music)	2007
Carl Schroeder (Amendment)	Music from the Hill - 2005 (music)	2005
Ross Latchaw/Phong Nguyen	Betta King (Fish Breeding)	2007
Matt Johnson	Horizon Line (CD Production)	2005
Erin Wilson	Yoga (Private Yoga Instruction)	2005
Sarah Bryant (Amendment)	Contemporarily Retro - Senior Care Package	2005
Russell Anway	Anway Video Production	2007

This year the Entrepreneurial Studies team worked on updating some of the Finstad Grant policies to ensure consistency and to enhance student-learning objectives. The office sought the advice of the business office's Linda Kuchinka where required. The following policies were developed:

After receiving their grant, the Finstad students are required to complete the following:

- Provide a milestone report and include a financial plan prior to receipt of the grant
- Bank all revenues into Lawson
- Use the Finstad credit card for all incidental expenses or provide an invoice for large expenses to Andrea for payment
- Make monthly appointments with John Stull/ Sian Muir to discuss project progress (including an updated financial Lawson spreadsheet)
- Attend monthly get-togethers with other Finstad Grant recipients to share with one another their experiences*
- Attend all Ole Ventures speaker events
- All staff employed by an enterprise MUST be paid through the college payroll system
- Present their project to interested students, faculty and others as required
- At the completion of the project, submit an acceptable written report of all activities involved in the project, including objectives of the project, the initial venture plan and revisions to it, the expected outcomes for the project and revisions to them, the overview of the entire project and resulting conclusions

* These Finstad Grant Group meetings are mandatory for students - these meetings give students an opportunity to network and learn from each other. This is a critical skill to learn once they are out in the real world. Throughout the year we hosted guest speakers, shared experiences, and brainstormed problems. The programmed meetings for 2005 are below:

- Let's Network
- Financials – How do you manage your money & account – Andrea

- Taxes – Learning the basics about being a sole proprietor – NEC (Northfield Enterprise Center)
- How to best market your business – Sian

Events For and Featuring Students

- *Senior Countdown* – open house for seniors (April coordinated, all staff contributed)
- *Business & the Liberal Arts Forum: Ethics as the Cornerstone for Business* – 27 alumni from 10 companies attended and interacted with 45+ students and various faculty (Pat)
- *Career Conversations: Exploring Careers for Humanities Majors* – 10 alumni participated in roundtable/open house discussions with students exploring career areas; fall (Colleen & April)
- *Career Panels* – Art (Andrea), Family and Social Services departments (April), Alternative Therapies (Eileen & April)
- *Law Forum* – four alumni lawyers presented panel discussion on getting into and through law school; coordinated with the Student Alumni Association (Pat)
- *Pathways to Biosciences* – 12 students attended the MN Private College Consortium event at the Science Museum of Minnesota (Colleen & April)

E-Week

For nearly a decade, the Finstad Office for Entrepreneurial Studies has sponsored Entrepreneurial Week to highlight the value of entrepreneurship. For the third year E-Week featured the James Braulick Lecture. This year's speaker was Simon Foster, Founder and CEO of Simon Delivers, a successful and profitable grocery store deliver service. The Braulick lecture honors the first director of the entrepreneurial studies program, Dr. James Braulick.

The Braulick lecture was preceded by a dinner at which Mrs. Georgia Braulick was honored. The recipients of the 2004-05 Braulick entrepreneurial scholarships, which recognize student entrepreneurial leaders, were announced. Megan Harrod '05 was recognized for her continuous involvement in entrepreneurship through her time at St. Olaf. Phong Nguyen '07 was selected as an up- and coming entrepreneur. Phong started a beta fish breeding business, Betta King, with the help of a Finstad grant.

E-Week also featured Community Time speaker, Mary Henschel '88, CEO of Network ARTS, LLC.

A Finstad Grant alumni panel, featuring Rajan Bahl '03, Eric Palmer '04, Kate Monson '04, and Brian Peters '05, gave interested students insights into what it takes to create a business plan and what valuable lessons can be learned from the experience.

E-Week once again featured the Finstad Grant Marketplace, where award winners showcased their wares. The following student businesses were represented:

- **Joshua Wyatt**, Studio 261
- **Carl Schroeder**, Music from the Hill
- **David Rossow, Alan Durand, Lars Schlereth**, Lost for Discs
- **Anna Ericksen**, Ole' Creations
- **Lucas Paine**, Music

- **Brian Peters**, Faux Pas Printing
- **Ollie Garrison**, Ole Exchange
- **Brian Peters/Sarah Bryant**, Contemporarily Retro
- **Ian Anderson**, Afternoon Records
- **Max Davenport**, Gwarster, Inc.
- **Stefan Johansson/Austin West**, Virtue Enterprises
- **Matt Frauenshuh**, Ole Gear
- **Ryan Swenson**, Threshold Athletics
- **Mark Johnson**, Plymouth Painters
- **Dayna Burtness**, STOGROW (St. Olaf Organic Farm)
- **Ross Latchaw/Phong Nguyen**, Betta King
- **Matt Johnson**, Horizon Line
- **Erin Wilson**, Yoga
- **Russell Anway**, Anway Video Production

The Finstad Grant Showcase dinner finished off the successful week and allowed the Entrepreneurial Studies team the opportunity to thank parents and students for their support and participation in the program. More than seventy-five parents, students and faculty/staff attended. A highlight of the Showcase dinner was the recognition of faculty colleague, Mary Emery, for her steadfast devotion to experiential learning.

Mini W-Week

The first annual Mini-Entrepreneurial Week was held November 16-19. This event was included to heighten the awareness of the Finstad Grant program to students early in the year and promote student businesses. The Finstad Tradeshow showcased the following student run businesses in Buntrock Commons Crossroads:

- **Joshua Wyatt**, Studio 261
- **Carl Schroeder**, Music from the Hill
- **David Rossow, Alan Durand, Lars Schlereth**, Lost for Discs
- **Anna Ericksen**, Ole' Creations
- **Lucas Paine**, Music
- **Brian Peters**, Faux Pas Printing
- **Ollie Garrison**, Ole Exchange
- **Kate Dietrick & Tracee Mergen**, The Mix
- **Brian Peters/Sarah Bryant**, Contemporarily Retro
- **Ian Anderson**, Afternoon Records
- **Max Davenport**, Gwarster, Inc.

Servant-Leadership Week

The CEL launched its first Servant Leadership Week in November. The overall goals of the week were to raise awareness of the value of service learning and community engagement, discuss topics associated with service learning, and honor students who have led lives of service.

Included in Servant Leadership week was the inauguration of the O. Jay and Pat Tomson Lecture on Servant Leadership. The Tomsons have long supported St. Olaf and especially servant

leadership and the lecture was intended to recognize their contributions. The Tomsons were featured at a dinner at which their lives of service were acknowledged. After the dinner the first Tomson Lecture was delivered by Minneapolis community activist, Dr. Josie Johnson. Dr. Johnson has been active in the civil rights movement and has devoted her energies to advancing educational opportunities for underrepresented youth and women. Dr. Johnson's talk was entitled "Is Civility at Risk?"

In addition to the Tomson lecture Servant Leadership week featured a student essay contest. More than a dozen students submitted essays addressing the question—"As a student at St. Olaf College, how are you, through both your academic and experiential learning, preparing to live a 'life of worth and service'?" Winners received cash awards and were recognized at the Tomson lecture. The winning essay, submitted by **Erika Reid '07**, was featured in the January issue of the St. Olaf magazine. Erika's essay, entitled "A Prescription for Empathy," also appears on the CEL website.

Servant Leadership week also featured a "Showcase of Service" trade show at which 10 student displays of service-learning projects were highlighted.

Student Organizations

The CEL provides support and oversight for several student organizations. The goal here is to work closely with students to provide leadership training and organizational support. Beyond this the CEL helps to integrate these student programs into overall St. Olaf outreach initiatives.

Mentor Network

This student organization was created for the purpose of connecting alumni to students through professional mentorships relating to students' expressed career interests. Alumni mentors are paired with current students and they develop a close, professional relationship, gaining professional advice, connections, and sometimes further formal experiences such as internships. The program is operated by a student leadership team, which is co-advised by Pat and Colleen. This year's program began without a complete leadership team, necessitating more coordination time by Pat and Colleen. Two current mentees were soon brought on board to make an intact leadership team of four students. A total of 27 students, one spouse of an alum/faculty, and 23 alumni participated this year in the following structured events, as well as self-initiated contact beyond:

- October 4 – Opening Dinner: Vocation and Initial Conversations
- October 28 – Forum One: Networking
- November 16 – Forum Two: Transferable Skills and Skill Assessment
- March 8 – Forum Three: Looking Back and Looking Ahead
- April 6 – Closing Dinner: Reflecting on the Mentoring Experience

This year also brought collaboration with Ted Johnson in Biomedical Studies and a current student on a new initiative for next year. A separate program for dedicated, upperclass students pursuing health professions careers will be created, pairing students with a physician as well as a current medical student. Groups will attend an opening dinner, but other contact will be self-initiated to accommodate the busy schedules of health professionals. Interactions with

intentional content will be facilitated by requiring students to address a series of questions and record responses and reactions in a journal.

Ole Ventures—St. Olaf’s Entrepreneurial Student Group

Ole Ventures is structured along a corporate model with its leadership representing components of business operations (finance, marketing, events, etc.). Ole Ventures has been particularly successful at providing a leadership training/succession model. As such, the program has well-trained, experienced leaders who assume responsibility for the academic year’s program. Sian Muir serves as the advisor for this group and Andrea Becker provides logistical support.

Ole Ventures worked very hard this year to promote entrepreneurship on campus through two main methods: *Ole Gear* and speaker events. *Ole Gear* is an apparel business that was started by Ole Ventures this year through a Finstad Grant to provide interested students with hands-on experience working in a start-up company. *Ole Gear* will hand over this venture to the new group of Ole Ventures executives next year. The Ole Ventures team was also active in promoting entrepreneurial speakers on campus. This included:

- Paul Ridgeway, Founder & CEO, Ridgeway International
- Rich Pakonen ’90, Owner, Pak Properties
- Brad Pausch, Owner, Brad’s Corner Bar
- Paul Bertelson, Founder, Youthworks, Inc.
- Simon Foster, Founder, SimonDelivers, Inc.

Ole Ventures also sponsored the Business Plan Competition as part of the Spring Entrepreneurial Week. Ole Ventures marketed the idea of “3 Minutes = \$300.” Seven students submitted business plans and then gave their “3 minute elevator pitch” to the audience. The audience voted using PRS electronic devices and the winning “pitch” was chosen with the student presenter receiving the \$300 prize.

Finally, Ole Ventures sent two students, Maida Swenson ’06 and Robin Karkowski-Schelar ’06 to the CEO National Conference in Chicago, IL in October.

COMMUNITY INITIATIVES

Corporate Partners

CEL’s Corporate Partners Program, an exciting addition to the programs and services of the CEL, provides experiential learning opportunities in the business world to supplement students’ academic programs. Through the Corporate Partners Program, students gain valuable exposure to careers in the private sector via both on-campus events and off-campus activities. The program is based on intentional and focused collaboration between alumni in eight corporations in the Twin Cities and SE Minnesota and the CEL; the program is coordinated by Pat Smith.

The Corporate Partners Program was developed to enhance students’ knowledge of the marketplace, more effectively prepare St. Olaf students for work and to increase students’ competitiveness. Since its inception in May 2003, the CEL has established relationships with Best Buy, Cargill, Federated Insurance, General Mills, Piper Jaffray, Target Corporation,

Thrivent Financial for Lutherans and Wells Fargo. Relationships are developing at 3M and Medtronic.

Due to positive feedback from both students and alumni, the CEL expanded the Corporate Partners Program for **2004-05**. Fall activities included:

- The second **Business and the Liberal Arts Forum: Ethics as the Cornerstone for Business** was again well attended by students, alumni and faculty/staff. President Thomforde and Bruce Nicholson '68, CEO of Thrivent Financial for Lutherans and a St. Olaf Regent, introduced the topic and kicked-off small group discussions about ethics in the corporate workplace. This year the final segment of the forum provided students the opportunity to network with alumni by company to learn about internship and career opportunities.
- In a career panel, **“Women and Careers in Finance”** Beth Opperman '93 from Wells Fargo, Steph (Schiller) Wissink '02 from Piper Jaffray, and Gwenn Branstad '79 from Thrivent Financial talked about the wealth of opportunities available to women with interest in financial careers. Frank discussion of the demands of various financial careers and strategies for juggling multiple roles was especially insightful for students.
- An invitation to **Piper Jaffray** for a luncheon discussion of banking, research and sales careers grew out of the panel mentioned above. Steph Wissink organized the visit, providing a valuable overview and tour of Piper for seven students and two CEL staff.
- Alumni at **Best Buy** - Mark Pritchard '85, Mark Jansa '89, Rich Kurhajetz '02, Mike Guild '96, Anna Bolin '01, Mark Heinert '03- were eager to present opportunities at their corporate headquarters to both students and faculty. In November, twelve faculty and staff participated in a visit to the new Best Buy corporate campus. A presentation to students in October resulted in a student visit to the Best Buy campus in mid-February; the visit included an opportunity for students to see the work that Oles do in the Best Buy environment.
- A challenge to **Target Corporation** to create two January internships in merchandising exclusively for St. Olaf students resulted in the most exciting Corporate Partners initiative to date. Jennifer Dalquist '05 and Michelle LaBerge '06 were selected for the two internships. Scott Nygaard '90, Megan Daymont '03 and other Oles at Target were closely involved as each intern organized and completed a significant project, presenting the results of their analyses to Target teams at the end of the month. (See the article below for details on Jennifer and Michelle's internship experience.)
- **Target** hosted a group from SSS – 13 students and 4 staff – for an afternoon of learning about merchandising careers during the Interim break. Janis (Parrish) Volk '00, Kent Ashley '01, Katie (Anderson) Hein '99, and Zach Bielke '99 shared details of their positions as manager, business analyst, internal consultant and buyer, as well as their thoughts on college experiences helpful in preparing for careers. Eight alumni then escorted the students and staff on a tour of Target's working areas: planogram rooms, team meeting spaces, and individual work areas. The most meaningful part of the visit was the opportunity for students and staff to actually see the work projects of the alumni participating. Later in the spring an on-campus panel discussion with alumni from Target also highlighted careers in marketing and merchandising.
- Kevin Casson '89, **Target Technology**, has connected with the Math department in various ways in past years and renewed his commitment to provide internship and full-

time opportunities to St. Olaf students again this year. In October, Kevin hosted an information session for students. In February, Kevin presented TTS opportunities to Math and Econ faculty and CEL staff. Jen Beilfuss '01 and Julie (Beilfuss) Kirkham '01 presented to the Math Colloquium in February. Jen and Julie's presentation was followed by an informational session explaining the TTS summer internship program to students. Pat and Olaf Holt, professor of computer science, visited Target Technology to further the collaboration in the late spring.

- John Haugen '86, Andy Dahlen '89 and Chad Johnson of **General Mills** challenged students to learn about careers in marketing through a Marketing Case Competition in April. A case study was presented; student teams had four weeks to analyze the challenge and develop solutions. Student teams then presented their results to a team of Ole judges at General Mills headquarters. The presentations were followed by a lunch for Oles at General Mills and students involved in the competition.
- Alumni at **Wells Fargo** and **Federated Insurance** hosted students interested in the careers offered by their organizations in April. Wells Fargo highlighted careers in private client investments; Federated offered students the opportunity to investigate a variety of careers related to their business. Two Math faculty had the opportunity to visit with two of the senior actuaries at Federated Insurance, discussing issues around interesting students in actuarial careers and preparing them for the exam process.
- **Federated Insurance** again offered two scholarships to students in Economics, Mathematics and Management Studies through a competitive essay process. During the fall, **Target** awarded the CEL \$5000 to support our efforts in the Corporate Partners Program.

Corporate Partner activities are received with enthusiasm and evaluated as meaningful and helpful by students. Alumni are eager to share information about their careers and feel honored to be part of current students' education.

Service Learning/Civic Engagement Summit

The CEL hired a part-time program assistance, Kate Monson '04, to help advance the Minnesota Campus Compact grant program that had begun in summer '04 with the Service Learning Institute. Kate worked with Bruce and Laura to develop and implement the "Service Learning and Academic Civic Engagement Summit" that was held May 5-7. This was a collaboration with Carleton College and a variety of community-based service organizations, especially the Northfield Community Action Center, Ruth's House of Hope, and the Northfield United Way. A total of 52 individuals—faculty and administrators from the two colleges, community representatives, and students—registered for the events. The Summit included:

- The summit "kick-off" was held April 27th featuring Nadinne Cruz, former director of the Haas Center at Stanford University, who spoke to the topic, "Where's the Rigor in Community Service and Civic Education".
- On the evening of May 5th outgoing MN Campus Compact Executive Director, Mark Langseth, spoke about the importance of academic integrity in community outreach programs.
- Presentations and workshops on May 6th included:
 - "Robert Greenleaf's Vision of Servant Leadership" by Don Frick, local biographer;

- “Is ‘Service’ Integral to the Liberal Arts?” by Steve Soderlind, St. Olaf, and Anna Sims Bartel, Wartburg College
- Group discussion session led by Paul Krause and Don Forsberg, Story Circles International
- “Information on service-learning and academic civic engagement initiatives at St. Olaf and Carleton” by Bruce Dalgaard, St. Olaf, and Candace Lutt, Carleton
- “Sustainability and the Environment” by Diane Angell, St. Olaf College
- “Intergenerational Learning” by Paul Krause and Don Forsberg, Story Circles
- “Diversity and Education” by Candace Lutt, Carleton
- “Women and Families” by Phil Stoltzfus, St. Olaf College
- Keynote address, “Working for Peace, Justice and Sustainability” by Ruth Johnson, State Representative (District 23A, Mankato)
- The summit concluded on May 7th with a morning workshop and site tours
 - “Developing an Engaged Curriculum: A ‘how to’ workshop for faculty leaders” by Mary Savina and Candace Lutt, Carleton
 - Visits to Ruth’s House, transitional housing for women and children (Ruth Hickey, Executive Director), the River Bend Nature Center (Elaine Loran, Interpretive Naturalist), and the Northfield Community Action Center (Jim Blaha, Executive Director).

Northfield Economic/Business Connections

The CEL has served as a contact for various Northfield economic and business initiatives. Sian represents St. Olaf and the CEL on the Northfield Economic Committee, a group of community leaders dedicated to advancing economic opportunities in the community. It was the contacts developed here that contributed to the Kemper Foundation Grant proposal and the summer ’05 entrepreneurial internships. In addition, Sian worked with the First National Bank of Northfield in the creation of a college board of directors; six St. Olaf students serve on the new board. This group will provide advice to the full bank board on community issues and undertake projects to advance the bank’s goal of serving the Northfield community.

CEL/IOS Conversations

Bruce, Pat and Eileen were active participants in a semester-long series of discussions that explored the linkage between experiential learning as supported by the CEL and learning through international and off-campus programs. This initiative was launched by Susan Bauer while she served as Acting Director of the Office of International and Off-Campus Studies and continued by Eric Lund when he assumed the permanent position. Pat and Eileen delivered a presentation entitled “Intersection of Experiential and Cross-Cultural Learning.”

International Faculty Scholar

Pat and Colleen worked closely with Anders Loven, who was at St. Olaf on an international faculty exchange program during Semester I. In addition to several lengthy discussions with Anders about the philosophy of career development and service delivery mechanisms in both the U.S. and Sweden, we invited Anders to participate in the Developmental Psychology course presentations.

Student Life Division Liaison for CEL

Colleen attended monthly student life directors' meetings in an effort to connect to and remain informed of the programs and services that serve students outside the classroom. Important connections were maintained as a result, giving student affairs staff a contact with whom to initiate work that could develop into further collaboration.

Undergraduate Scholar Program Advisory Committee

Colleen attended one advisory committee meeting and was invited to provide resources and expertise that could aid Eida Berrio in implementing a program in the spring called The Graduate School Process: Nuts and Bolts. Efforts were made to continue collaboration on future events related to graduate school and on a conference this committee may be hosting on "teaching as a vocation in church-related colleges" in late summer/fall.

Oleaders

Colleen served as the contact person for a relationship with the student group called Oleaders, as they sought to expand the opportunities available to students through their program. A way was designed for the CEL to connect with first-year students through this program by providing them the option of getting leadership credit for engaging in experiential learning activities such as taking a self-assessment, filling out an Experiential Learning Planner, or attending CEL programs.

First-Year Experience Committee

The First-year Experience Committee, comprised of 12 faculty and staff, initially came together as a result of an ACM initiative to encourage enhancement of first-year experiences at ACM colleges. During 2004-05, the committee continued to explore and evaluate St. Olaf's multi-faceted first-year experience under the grant received in 2003. Pat has been an active committee participant since the group was formed and will continue to work with the committee on specific initiatives identified through the CEL's assessment.

LILLY GRANT ACTIVITIES

The College's Lilly Grant, "Lives of Worth and Service," is imbedded within the CEL. There are a variety of Lilly activities that involved CEL staff. Several of these are summarized below. The full Lilly Grant report appears on the CEL website.

Teaching Fellows

Lilly Teaching Fellows Program awards one faculty member in each of the five Faculties of the college one course-release to reflect upon and prepare teaching and other materials relating to the concept of vocational discernment. These Lilly Teaching Fellows are involved in ongoing conversations evolving from the Lilly Grant Program, Lives of Worth and Service.

Lilly Teaching Fellows for 2004-05:

- Kathy Shea (Biology) will add a section on vocation to the Conservation Biology course and use some of the same materials in other biology courses.

- Carol Holly (English) plans to develop a new course, "Callings: Stories of Identity and Vocation" to address the inter-related issues of identity formation, vocational discernment, and spiritual calling.
- Mary Carlsen (Social Work) intends to develop discrete modules on the ideas of vocation and service for several social work courses.
- The Lilly Teaching Fellows for 2003-04 were:
- Karen Cherewatuk (English) developed a new theme for a portion of her First Year Writing course which she titled "Work, Profession and Vocation."
- John Barbour (Religion) adapted a new course, "God and Faith in Autobiography," to incorporate questions of vocation.
- Elizabeth Hutchins (Library) prepared a detailed bibliography on the topic of vocational discernment.

Lilly Teaching Fellows for awarded for academic year 2005-06 are:

- Rich DuRocher (English)
- Dan Hofrenning (Political Science)
- Donna McMillan (Psychology)
- Barbara Reed (Religion)
- Matt Rohn (Art & Art History)
- Bill Sonnega (Media Studies/Theatre)

International Summer Service Learning

The Lilly Program includes funds to "build upon St. Olaf's longstanding tradition of looking outward internationally, to provide opportunities for service-learning abroad which will encourage students to reflect on their faith and lead them to live out their vocation in context of ethnic, cultural and religious diversity" Specifically, this translates into summer international service-learning opportunities for students in church-related or service-based institutions. The goal is to connect these service activities to academic work, involving a faculty or staff mentor to organize the experience, coordinate the experiential learning with the academic learning through readings and reflection, and bring the experiences back to campus to enlighten and enrich the St. Olaf learning environment.

The Committee funded one full, and two partial service learning trips during Summer of 2004 and Interim of 2005. Assistant Professor of Russian Marc Robinson was the recipient of the full award. He led a group of students to Staraya Russa, Russia, in August 2004 to continue his work in the Children's Home of Hope orphanage, which houses approximately 30 children aged 5 through 16. The partial awards were given to Assistant Director of Admissions Jenny Howenstine '98 and Associate Professor of Social Work Mary Carlsen. Howenstine and former Coordinator of Wellness Programs, Renee Sauter '95, led a group of six St. Olaf students to Rabat and Marrakech, Morocco. In addition to volunteer activities in a nearby village, the students used readings and discussions to enhance their understanding of vocation while interacting with Moroccan women as they told their personal stories. Mary Carlsen will oversaw Christine Dickson in her work in the Trinity Hospice in London, England during Interim 2005.

The Lilly Program Committee funded three applications for service learning trips in the Summer of 2005. They are as follows:

- Matt Richey (Mathematics) and Anne Walter (Biology) will take a group of students to Chen'nai, India to work with the InterChurch Service Agency. Matt will direct several students in the upgrading of the ICESA's computer training program for disabled students. Several other students will work with Anne on one of the health/human services projects coordinated through ICESA.
- Paul Niemisto (Music) will lead a group of students to work as volunteers in Lutheran congregations of Ingria/Karelia, near St. Petersburg, Russia. Students will be involved in English language instruction, computer technology instruction, and physical improvements to the congregations' buildings.
- Ted Johnson (Biology) will take a group of students to Cusco, Peru. The St. Olaf students will work in conjunction with Children's Surgery International (the organization involved in "Project Smile"), providing assistance in surgical and other medical care administered to children in a regional hospital. St. Olaf alumnus, Doug Tate '70, a pediatrician in Apple Valley is also participating in the project.

Linked Courses on Vocation

The Lilly grant provides funds for pairs of faculty members to team-up and prepare thematically linked courses broadly addressing the idea of vocation across the curriculum. "Linked courses" means courses in two different departments whose subjects overlap to provide a rich, interdisciplinary encounter with some important theme. For this program, the theme is vocation. The courses may be new offerings or existing courses modified to emphasize the common theme. The course syllabi may be closely or loosely interconnected. The courses must fulfill GE requirements and be offered for registration as a pair, with students required to register for both courses. The grant provides one course release for each one of up to four faculty members (two pairs of faculty).

During academic year 2004-05, this opportunity was awarded to Steve Hahn (history) and Colin Wells (English), who offered two linked courses, "Discerning the Spirit in American Literature" and "Heeding the Call in American History." Students who took the two courses created a small learning community who focus closely on promises and perils in the fact that American history is in large part a story of people and groups acting according to a belief that they are following the call of God. The courses were offered for the first time in the fall of '05. Professors Hahn and Wells will each have one course release in the spring of '05 to prepare the courses and make suitable administrative arrangements to support the pairing.

In addition to preparing their linked courses, faculty members receiving the course release are asked to participate in a lunch hour workshop to explain and promote the idea of linked courses. Successful applicants are expected to offer the linked courses at least twice.

Career and Life Balance Retreat

On January 28, 2005 twenty individuals participated in the Career and Life Balance Retreat titled "Making Your Career and Life Work: Strategies for Unbalanced Times". The workshop included time for small- and full- group dialogue and individual reflection and action planning. The workshop was led by Pat Smith and Gary Anderson, founder and director of Career Liftoff.

Bible/Church Camp Stipends

Recognizing that working as a Bible/Church camp counselor can be a powerful opportunity for personal growth, service to others and discernment of one's career. St. Olaf's Lilly Program is offering stipends for students working in these positions over the summer. Lilly Program funds will provide stipends to 12 students to supplement bible camp salaries. In exchange, the students are asked to participate in at least one service activity the following year.

The following 15 students were awarded stipends for Summer 2005:

- **Rachel Bjorhus '07**, at Pathways Lutheran Bible Camp, MN
- **Katherine Fischer '08**, at Camp Lutherwood, OR
- **Tyler Hauger '08**, at Camp of the Cross, ND
- **Kelsey Holec '06**, at Bethel Horizons, WI
- **Eric Huseeth '07**, at Luther Heights, ID
- **Emily Koester '08**, at Rainbow Trail, CO
- **Jacob Leibold '07**, at Camp Wapo – Lake Wapogasset, WI
- **Maren Loftness '06**, at Green Lake Bible Camp, MN
- **Rob Martin '06**, at Luther Park Bible Camp, WI
- **Sarah Meyer '08**, at Carol Joy Holling, NE
- **Emily Moen '06**, at Luther Park Bible Camp, WI
- **Katherine Olson '06**, at Flathead Lutheran Bible Camp, MT
- **Marie Olson '07**, at Outlaw Ranch, SD
- **Nan Onkka '08**, at Wilderness Canoe Base, MN
- **Jennifer Tulman '07**, at Camp EWALU, IA
- **Hannah Wallisch '07**, at Waypost on Mission Lake, WI

EIN Workshops

As part of St. Olaf's commitment to a liberal arts education, every student is required to take an integrative ethics (EIN) course, allowing students to apply a variety of normative perspectives to the analysis of a range of personal and social issues. Faculty from across the college offer advanced courses addressing questions of justice, morality, rights and responsibilities, often in the context of a student's major. Instructors have been specially trained to teach these courses through intensive development workshops, giving participants the equivalent of two graduate courses in philosophical and theological ethics.

The Lilly Endowment grant contributes to this program in two ways. The first is a set of summer "refresher" workshops, held for two weeks each in 2004 and 2005. Each will involve at least 10 participants from previous workshops and will discuss ways the EIN courses can engage students in linkages between vocation, career, occupation and living lives of worth and service.

The Lilly Endowment grant will also help to fund workshops to train more faculty to teach the EIN courses.

There were 12 participants in the Summer 2005 EIN refresher workshop. Ed Langerak and Doug Schuurman were the workshop facilitators.

Conference on Theology, Worship and the Arts

Instituted in 1955, the Conference on Worship, Theology and the Arts began as a theological conference for ministers with a mission to provide deeper understanding of spiritual texts and an opportunity for intellectual discussion and spiritual renewal. Over the years the conference has expanded to address the needs of worship planners and church musicians as well as pastors. During the five-day conference, five major plenary sessions deal with theological themes and incorporate scholarship and inspiration. Nine worship services exemplify worship team planning, integrate art, liturgy and music, and minister to the conference participants. Approximately 70 breakout sessions illuminate theological, musical and artistic themes. At least six choirs, which rehearse daily, contribute to worship services. Three music-reading sessions exhibit musical works for worship planners.

The conference provides an excellent opportunity for students whose vocational discernment is tending toward ordained or lay ministry to meet with and learn of the lives of those who lead congregations. We use Lilly funds to cover the costs of attendance and provide stipends for St. Olaf students who wish to attend the Conference and develop the program in a more ecumenical way and publicize it to a more ecumenical audience.

Servant Leader Vocational Retreats

The Servant Leader Vocational Retreats for 2004-05 were designed around themes to provide the opportunity for students to explore the notion of vocation in varying contexts.

- *Service and Vocation* allowed students to focus on the intersection of calling and meeting the needs of the world. 4 students attended this retreat took place during Servant Leadership Week. (Brad)
- *Spiritually and Vocation* was a retreat designed for students to explore the special relationship between vocation and spirituality. Through a variety of exercises, 10 student participants reflected on the ways their spiritual journey has impacted their ideas of vocation and a life of calling. (Erik Halaand, Pastorial Intern)
- *Exploring Self and Vocation* connected the idea of vocation to the process of choosing a major. Twenty students (19 first-year) participated; Interim. (Colleen, Pat, April, Stacey)
- *"I Want To Help People,"* Mary Carslen's Interim course, provides a context for students to explore helping careers; this January, Mary integrated the idea of vocation into the course. Pat, Colleen, April and Stacey developed and presented a two-hour workshop to introduce vocation and provide a perspective to be used throughout the course. The course ended with a day-long retreat at Mt. Olivet where CEL staff facilitated several integrative wrap-up discussions. This endeavor was clearly the most effective presentation of "vocation" to students over the life of the grant.
- *"Finding Purpose in Life,"* a min-retreat facilitated by Parker Palmer, was offered to both St. Olaf and Carleton students in April. Parker Palmer's presence as a scholar-in-residence at Carleton provided the opportunity for more than 40 students to benefit from his gift of teaching and thoughtful reflection. (Pat, Colleen)
- *Dialogue on Social Service* – Four Social Work alumni participated in an evening of conversation with senior social work majors about social service as a vocation (Pat)

Campus-Wide Book Discussion

The CEL coordinated a book discussion based on Nickel and Dimed by Barbara Ehrenreich. The three-part luncheon discussion was open to staff from across campus. Thirty individuals registered for the discussion sessions and received a complimentary copy of Ehrenreich's book. Laura Kreider coordinated the sessions. Bruce Dalgaard led one of the discussions. Three other CEL staff members participated. The CEL then arranged for members of the book group to attend the stage production of Nickel and Dimed that was presented by the Theater Department.

STRUCTURAL SUPPORT PROGRAMS

Peer Advisor Program

The peer advisor program currently employs an average of ten students, sophomores through seniors, most of whom continue working for us the remainder of their years at St. Olaf since their hire date. The students are the first line of contact for any in-person and phone inquiries, and they are trained to assist students with such topics as choosing a major, career exploration, internships, job searches, résumé and cover letter critiques, the graduate school application process, volunteer opportunities, interviewing, and alumni networking. The students handle all of the above topics on a primary level, requiring them to be well-versed in our many hard-copy and web resources, and they then refer students needing further assistance to our career counselors via scheduling appointments. In addition, they help with events and often present programs on their own, and they also assist with clerical tasks. They work an average of 5-7 hours per week on single shifts in the morning and double shifts in the afternoons.

They receive two full days of training each fall at the beginning of the year and subsequent trainings and updates in the form of monthly meetings throughout the year. Additional monthly training topics this year included:

- October – Referral to Other Campus Offices
- November – Graduate School Résumés/CVs
- December – Semester in Review
- February – Logistical Changes and New Web Resources
- March – Job Search Resources—Beyond the Basics
- April – Internships: Beyond the Basics and Recent Changes

In addition, Carleton and St. Olaf peer advisors came together twice this year, once in the fall and once in the spring. In one gathering they compared the differences in their jobs between the two schools, and in the other they received training on designing and delivering workshops/programs as well as how the two campuses can collaborate further.

Marketing Initiatives

The Center for Experiential Learning (CEL) strives to promote all its programs as a cohesive whole through branding of CEL marketing materials. The goal of our targeted marketing effort is to create a heightened awareness of our services to a broader audience in the student body, faculty and staff. It is our goal to then move these constituents to a level of acceptance of the services we offer and eventually learn to act as advocates for our programs. We believe that once we familiarize more constituents to our programs they will see that our services complement the

liberal arts education and add value to classroom learning through complementary experiential learning activities.

- ***The Experiri***, is our faculty and staff Newsletter. *Experiri* is defined as “direct observation of or participation in events as a basis of knowledge”. It also means, “to try”. We believe this is an appropriate title for our newsletter because it reinforces the CEL mantra “Live Your Learning.” We distribute *The Experiri* in mid September, November, February, and April. The same template is used for each publication and is printed on “sage” stock. A copy of the newsletter is labeled and distributed to each academic and administrative office with a note for the recipient to please route it throughout their department. It is our intent to distribute hard copies of this newsletter rather than email them electronically so our constituents will take the time to read it in its entirety. The newsletters are used at programs and events and additionally posted on the CEL website in a pdf format. The content of the publication always includes a message from the Executive Director on the front page and selected timely updates from each of our four offices. When applicable it features a “new faces and staff change” section. Below the fold on the back page, website updates are featured.
- The **CEL Student Newsletter** currently has no official title. The goal for the student newsletter is to include brief, relevant information in a fun and attractive manner. The newsletter is distributed six times per academic year, in September, October, November, February, March and April. This newsletter is distributed as an insert in *The Experiri* during the corresponding months in hopes that the faculty/staff will read and share the information with students. The same template is always used and is printed on the same “confetti” stock. The newsletters are placed in strategic locations on campus including lounges and frequented bulletin boards. It is our intent to distribute hard copies of this newsletter rather than email them electronically so our students will take the time to read it in its entirety. The newsletter is posted on the CEL website in PDF format. The articles and information are selected solely for the student audience and not duplicated in *The Experiri*. The content of the publication always includes brief and timely updates and an "upcoming events" section which incorporates graphics, photos and testimonials from students who have benefited from our services. Featured below the fold on the back page are website updates and the list of programs and services divided into offices.
- **E-Newsletter Submissions.** Throughout the nine months of the academic year, the Communication and Marketing team solicit information of interest to alumni and parents from campus departments. Since most of our services are directed towards students, our e-newsletter submissions are of the "informational" variety in an attempt to keep alumni and parents apprised of our programs and services. The e-newsletter content is often brief and features a link back to one of our websites for more details.
- **Alias Distribution.** Additional marketing strategies include timely dissemination of our services via our "senior" and "intern" opt-in alias. Since we are not able to email the student body as a whole, we often ask campus departments and student organizations to forward our event notices.
- **“Tabling”.** Many times we promote our events and service by “tabling” outside of the Stav Dining Hall during peak time to promote upcoming events and services. This is an effective means of advertising because it allows the students and staff member to have one-on-one contact.

- www.stolaf.edu/services/cel. Our CEL website is a key marketing tactic and information is posted and updated on a daily basis. The homepage hosts links to all five-program pages. Whenever possible, we include a link to our website in our marketing materials.

Master's Level Intern

Stacey Bales, a second year graduate student in the Counseling and Student Personnel Program at MN State University, Mankato, served as an intern from September 2004 through March 2005. Pat and Colleen provided training and on-going educational components and supervision. In addition to the many individual counseling appointments, Stacey participated in workshops, classroom presentation and vocational retreats.

Career Connections/Internship Advisory Council

The Career Connections/Internship Advisory Council was created early in 2004-05 and met three times during the academic year. It was comprised of faculty, staff, students, parents and alumni with 22 total participants including CEL staff. One central question – how to become more strategic in our offering of experiential learning activities – guided our discussions as we debated what types of experiential learning activities are necessary to students, how those activities should shape the way we prioritize our services and constituent groups, and how to create an urgency on the part of students to engage in them. Ideas, suggestions, and feedback received was extremely insightful and should aid us in looking forward in a new strategic direction. (Pat, Eileen, Colleen, April, Andrea, Laura)

Web Site

The CEL maintains an extensive and always changing website. Information about all CEL programs, and a link to the related-Lilly website, provide students, faculty and the community a window on experiential learning activities. Andrea provides primary technology support for the CEL website.

A systematic evaluation of the career connections component of the CEL website was undertaken in summer of 2004 under Colleen's direction, but improvements continued year-round. The site was reorganized, text was rewritten and many new and more effective links were added. The improvements included reorganized and updated job search links by industry area, on-line assessment, a job shadowing guide, a professional association database, a subscription to a career exploration and company profile library called VAULT, summer job links, a senior checklist, a job search guide, new résumé samples specific to occupational areas, and information specifically for parents. Colleen also added links to all of our academic program connections on our CEL homepage and spearheaded the effort with IIT to change the Online Alumni Directory to produce a more user-friendly output format and add new search criteria fields.

Laura worked closely with the Boe House communications staff to upgrade the Lilly program website. In addition to incorporating recent photos from Lilly events, this website now provides reports from faculty, lectures/publications by the Lilly Vocational Scholar, testimonials from students, and details about Lilly program grants and scholarships.

Resource Library

The CEL resource library is used extensively by students. April manages the library resources, evaluating current resources and updating as necessary to provide more current information or to fill a gap in content. Many new book and video resources were ordered.

Technological Innovations

The CEL is continually seeking ways to improve its services and, in the process, to make program delivery more efficient. One example of the many innovations undertaken this year is the internship program technology support improvements.

Mach5 mail merge e-mail tool is now used to mass e-mail the site and faculty supervisor introduction, mid-term evaluation request and final evaluation request communication pieces. Previously, all these e-mails were individually cut, pasted and e-mailed. This tool allows us to conduct one mass, but personalized e-mail.

Semester end surveys are sent to students, site and faculty supervisors at the conclusion of the semester for use in assessing the program. Previously, surveys were sent via e-mail attachment to print and return via hard copy. We've implemented the use of St. Olaf College tool, Form Creator, to conduct these surveys. Surveys are sent to the three group aliases. Recipients can fill out the forms electronically and Form Creator then tallies the responses where they can then be exported into MS Excel for manipulation.

Professional Development

Pat

- MN Private Colleges Career Consortium – member
- MN College & University Career Services Association –member
- National Career Development Association - member
- MN Career Development Association - member
- National Association of Colleges and Employers – member
- MidWest Association of Colleges and Employers – member
- MN Association of Colleges and Employers - member
- American Association for Employment in Education – member

Attended the following workshops/professional activities

- Presentation on the Corporate Partners Program to a joint meeting of MCUCSA and MN ACE
- Attended NACE National Meeting and Exposition
- “The Job Search for International Students,” internal staff development video and discussion

Colleen

- American College Personnel Association - member
- MN College Personnel Association – member
- National Career Development Association – member
- MN College & University Career Services Association – member

- MN Career Development Association – member
- MN Private Colleges Career Consortium – member; served on Initiatives Committee
- Student Life Staff Development – participated in meetings

Attended the following workshops/professional activities

- MN College & University Career Services Association – attended summer meeting; served on Program Committee
- National Career Development Association – attended summer conference
- National Society for Experiential Education - member
- “The Job Search for International Students,” internal staff development video and discussion

April

- MN College & University Career Services Association – member, served on Program Committee
- National Career Development Association – member
- MN Career Development Association – member

Attended the following workshops/professional activities

- MN College & University Career Services Association –attended Fall, Spring, Summer meetings; served on Program Committee
- “The Job Search for International Students,” internal staff development video and discussion

Eileen

- MN Colleges & University Career Services Association - Exec Board Member -
- Minnesota Association for Experiential Learning - member
- Minnesota Association for Colleges and Employers - member
- Minnesota Private Colleges Career Consortium - member
- National Association for Colleges and Employers - member
- National Society for Experiential Education - member

Attended the following workshops/professional activities

- NSEE Annual Conference
- Job/Intern search for international students

Sian

- National Consortium of Entrepreneurship Centers

ASSESSMENT

CEL Self-Study Assessments – In preparation for an external review this spring, the CEL conducted a self-study to evaluate our services in terms of awareness, utilization, and value added. We conducted an online survey of both faculty and students, supplementing this data with individual interviews of selected faculty and students. Colleen and Pat facilitated two teams of four CEL staff members each, one focusing on faculty-generated data (led by Pat), and one on student-generated data (led by Colleen), to help with both survey and interview question design and in conducting interviews. In the end, 531 students responded to the online survey and a select group of 20 students and 10 young alumni were interviewed. 44 faculty members responded to the online survey, and 18 faculty who work closely with the CEL were interviewed. While three statistics students were hired to interpret quantitative data, Pat and Colleen then analyzed qualitative comments, coding and grouping to help arrive at useful summaries, as well as writing and editing reports which became a key component of the materials sent to external reviewers.

What follows is the section of the assessment report that relates to faculty. The full assessment results appear on the CEL website.

Findings of Faculty Interviews

DEMOGRAPHICS:

In order to gain some information about faculty members who utilize CEL resources, a total of 18 faculty members were interviewed. It should be noted that respondents were not selected randomly, but were targeted based on their utilization of CEL services; therefore the results here cannot necessarily be generalized to the broader population of St. Olaf faculty. Here is a breakdown of the basic characteristics of this sample:

Table 1:

Department	<u>Number of Respondents</u>
Fine Arts	3
Humanities	4
Interdisciplinary and General Studies	1
Natural Sciences and Mathematics	4
Social and Applied Sciences	6
Total	18

Rank	Number of Respondents
Associate Professor	12
Assistant Professor	1
Professor	5

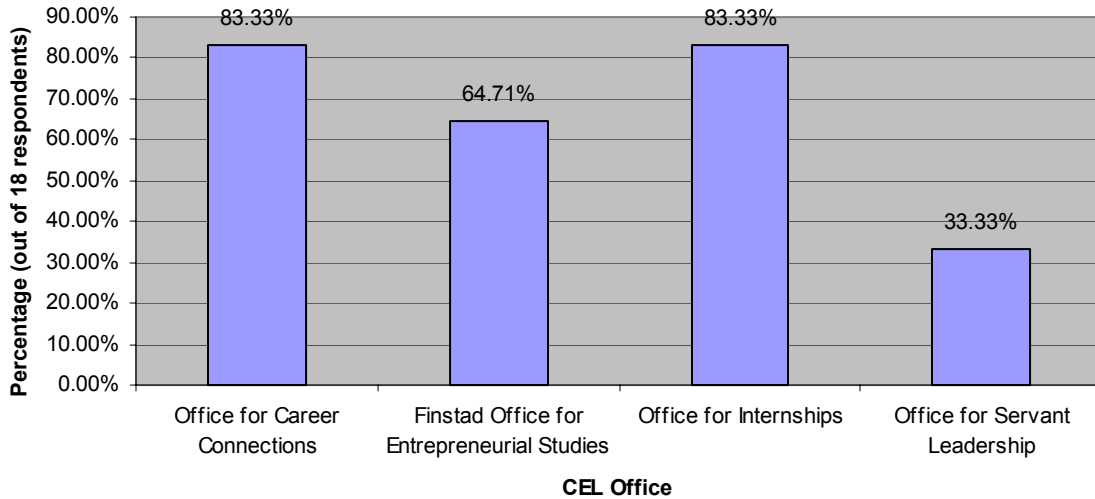
Years of Service	
Average	19.42
Minimum	5.5
Maximum	35

More of the interviewees were from academic departments in the natural and social sciences than from any other discipline; most were associate professors. Many were also seasoned members of the faculty, with an average of almost 20 years of service.

UTILIZATION:

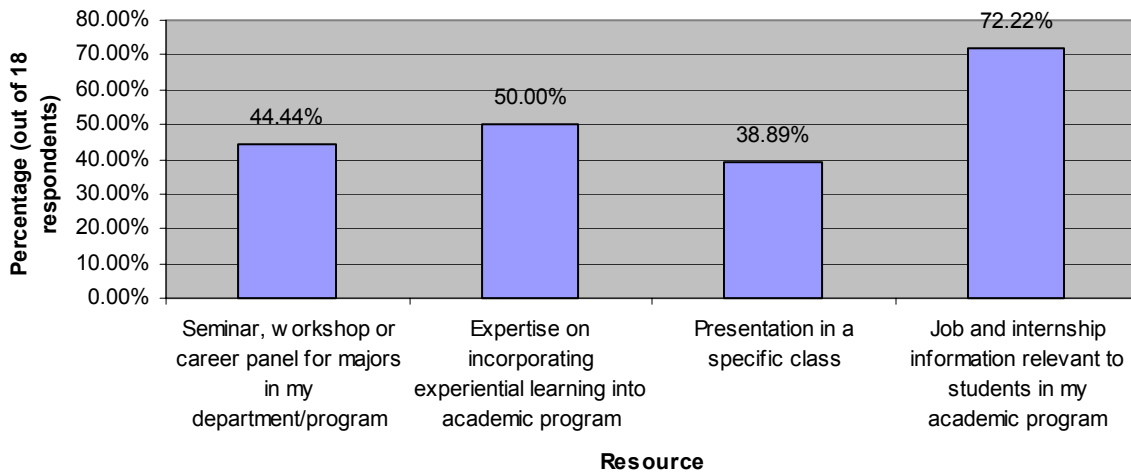
Interviewees were asked to indicate with which of the **four CEL offices** they have worked. The highest percentages of faculty collaboration with CEL offices were seen in the Office for Career Connections (15 out of 18; 83%) and in the Office for Internships (15 out of 18; 83%). The lowest percentage of faculty collaboration was seen in the Office of Student Leadership (6 out of 18; 33%).

Percentage of Faculty Collaboration



Interviewees were next asked which of 4 types of CEL **resources for faculty** that they have utilized. Use of job and internship information relevant to students in their academic department was most commonly used at 72.2%. A presentation in a specific class was the least commonly used at 38.9%.

Faculty Usage of Resources



Interviewees were asked to indicate their specific involvements with CEL services; the following table reflects relative frequencies of usage of various CEL services and activities. These faculty were most involved in referring individual students to the CEL, serving as a faculty supervisor for an intern, assisting students in the internship search, participating in a CEL event or activity, using a staff member as a resource, and using the CEL website. Faculty were least involved in

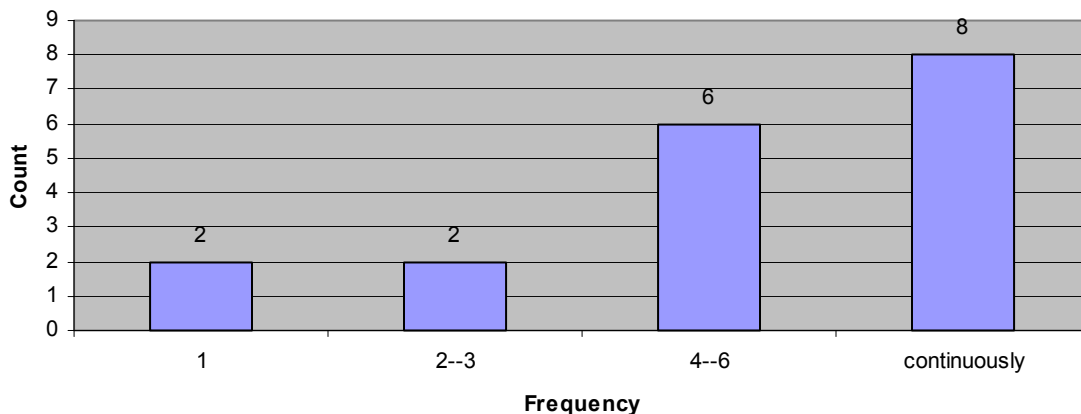
helping to coordinate a career panel, attending a summer service learning institute, partnering with a staff member in a service learning course, and participating in a service learning consultation.

Specific Involvements with the CEL:

Involved with the CEL	Frequency	Total	Percent
Referred individual students to CEL for assistance	17	18	94.44%
Referred student group/club to CEL for assistance	5	18	27.78%
Served as faculty advisor for Finstad grant student	9	18	50.00%
Served as faculty supervisor to academic intern	16	18	88.89%
Assisted students in finding an internship	14	18	77.78%
Collaborated with CEL to coordinate a career panel	2	18	11.11%
Incorporated an experiential component into a course, major, concentration, program	8	18	44.44%
Invited CEL staff to speak/present in a class	9	18	50.00%
Involved in recruiting activities for various organizations – internship or full-time opportunity	8	18	44.44%
Participated in a CEL event/activity	14	18	77.78%
Serve on a CEL advisory board	9	18	50.00%
Used CEL staff member as an expert resource	12	18	66.67%
Used CEL web resources	10	18	55.56%
Participated in a service learning consultation	3	18	16.67%
Attended the summer service learning institute	2	18	11.11%
Partnered with CEL staff member in Service Learning course	2	17	11.76%
Other (please specify):	3	14	21.43%

The 18 respondents were next asked how often they are involved with CEL activities per academic year. A large portion of the faculty interviewees answered that they are continuously involved with the CEL on an annual basis (8 out of 18). It should be noted that because the sample interviewed in this particular survey consisted of highly involved faculty members the high frequency of involvement reflects study design.

Frequency of Faculty Involvement



In an effort to identify the specific reasons why faculty initially collaborate with the CEL and continue that collaboration once begun, and whether there are identifiable factors that could increase collaboration, interviewees were asked to respond to a series of open-ended questions.

What initially motivated you to use the Center for Experiential Learning? Why do you continue to use the CEL?

10 of the 18 faculty interviewed had used services of the Center for Experiential Learning before the CEL existed as a comprehensive experiential learning center. 3 of these faculty were part of the initial task force creating the center; their participation has increased since the CEL's inception. Specific reasons for initial collaboration with the CEL were varied. Most often mentioned were the career services provided (cited 6 times); specific mention was made of advising for students, career panels, job opportunities, and assistance with resumes. Connections to internships was also an important resource (5). Initial motivation for 2 faculty was collaboration with career services to enrich a specific course; partnering with academic advising provided the impetus for 2 faculty to work with the CEL. 1 faculty member had aspirations for an academic program that created a natural connection to the CEL; 2 others identified a very specific need within their academic program that created the connection. Finally, 1 faculty member stated that his role as director of a "center" created a natural alliance.

Reasons for continued involvement with the Center for Experiential Learning fell into three broad categories. Belief in the inherent value of experiential learning motivated 4 faculty to continue their involvement with the CEL; these faculty valued "the high impact of the non-academic assignment," the role of experiential learning as a part of interdisciplinary learning, and experiential learning as "an equalizer to the various social categories and backgrounds of students". 7 faculty see the CEL as integral to their academic program – as part of a specific course (2), with requirements written into a concentration (2), providing support to a scholarship component of the department or providing synergistic professional preparation consistent with departments goals. 3 faculty continue their involvement because the CEL provides "valuable service" to their students in a "non-threatening and non-overwhelming way" with "positive results."

ADDING VALUE:

A series of questions identical to those asked on the faculty online survey elicited information on the value the Center for Experiential Learning adds to both the academic programs of St. Olaf and to students' educational experiences.

In what ways does experiential learning complement a liberal arts education? Specifically, what experiential learning components should be included in a liberal arts program?

9 faculty commented on the inherent value of experiential learning within the liberal arts environment with statements like the following:

- **"Experiential learning is an integral part of a liberal arts education. It's embedded in our mission statement – ideals into action." (Professor, Natural Sciences and Math)**
- **"Gaining experience enhances a liberal arts education. It also preserves a liberal arts education." (Associate Professor, Social and Applied Sciences)**
- **"Experiential learning as part of a liberal arts education is productive for students and for academic departments. Experiential learning helps students identify strengths and weaknesses in their academics and identify life objectives. It helps**

them understand the values associated with occupations/industries and puts education and life into a broader perspective.” (Associate Professor, Social and Applied Sciences)

- **“ There are so many ways of knowing ourselves and the world beyond the dimensions/conventions of the academic world. Learning by experience should really be expanded within classes, programs and the College as a whole. We are not at the micro level. If you think about the ratio of class time to everything else, it’s presumptuous of faculty to think it’s all about the classroom. Instead there should be a net affect to open your mind and look at the subject matter in a new way.” (Associate Professor, Fine Arts)**

3 faculty described experiential learning as a “context” that provides relevance to things learned in the abstract, connecting abstract ideas and “actual doing,” applying meaning and allowing students to integrate classroom experience into a holistic view. 6 faculty referred to experiential learning as the opportunity to apply “more abstract theoretical knowledge,” “to verify theory, to formulate theory, and to articulate sensory data into concept.”

When asked to name specific components of experiential learning that are necessary to a liberal arts education, faculty suggested a variety of activities: internships (cited 10 times), service-learning (3), entrepreneurial experiences (2), volunteer experiences, community development experiences (2), work experiences (3), self-assessment inventories, career panels, job shadow experiences (2), mentor experiences, mock interviews, undergraduate research, international study (2) and leading a project. Several faculty mentioned the need for students to reflect on the meaning of their experiences - exploring the idea of vocation and it’s relation to career and life goals; writing critically about the experiential learning activity, reflecting on their experiences. One suggested that we need to provide structured ways for students to share information with one another, e.g. an internship open house. Another commented that students need opportunities to develop “awareness of the ways people have made a difference and how students change the world with their craft.” A capstone experience in each major illustrating the discipline’s impact in the wider community (similar to the math practicum) was suggested as a necessity.

Several faculty maintained that the opportunity for experiential learning should be offered to all students but should not become a requirement; however, one stated the opposite opinion – that “experiential learning should be required for every student.” One expressed the opinion that programs/departments needed the flexibility to decide how they want to connect experiential learning to their curriculum.

How does the CEL add value to your program and/or department?

As was the case in responses to a similar question on the CEL Faculty Online Survey, the majority of faculty interviewed (10 of the 18), cited a specific service that the CEL provides to students as the way that CEL adds value to their program and/or department. Specifically mentioned were internships (3), employment opportunities (3), connections to companies, volunteer experiences, career panels, assessment inventories, information and resources, the OleRecruiting job/internship database, the Online Alumni Directory, and assistance with resumes or interviewing skills. Several faculty valued the CEL’s approach rather than a specific service or activity. Specifically mentioned were: the coordinated, developmental approach to career exploration; assistance for students in transition and for those initially exploring majors; connections between academic planning and life goals; and the opportunity for students to reflect

on “vocation” in the broad sense of the word. One faculty member clearly articulated that the CEL adds value to his program by serving students well, thereby allowing him more time for his role as a faculty member.

6 faculty mentioned the strong contribution that the CEL makes to their academic program; 2 through Management Studies, 1 through Biomedical Studies, 1 through the integration of CEL into the Family and Social Services department, and 2 through a very specific CEL/academic program initiative in Political Science and German respectively. Both of the Management Studies faculty indicated that the collaboration of the CEL with their program was “critical” and “indispensable.” “Management Studies requires only 5 courses (one of which can be in the student’s major) which is not much for an academic program. The integrative folder allows a credible program with only four courses – and CEL manages it!” 5 faculty stated that their academic programs had no connection to the CEL, but cited the value in pursuing collaborations within these programs. Several of the faculty interviewed felt the CEL added value to their *program* but did not have a strong presence in their academic department.

Do you see the CEL adding value to students’ educational experience in other ways?

One faculty member stated that “the purpose of the liberal arts is to provide the tools for students to live purposefully, to be a purposeful doer.” 6 faculty built on that theme, alluding to the CEL’s role in linking academics with “new discoveries about themselves {students}” and a “bigger vision.” One suggested that experience through the CEL “helps students think outside the box . . . develop confidence, defining who they are and where they’re going . . .” Another stated the CEL “gives students a mechanism to find a practical way to put their education together. If a student is really using the center they can strategize their work and how it contributes to their life goals.” And one maintained “the key ideas are integration and connections. When experiential learning is integrated into theory, students are better able to see the connections between theory and application and between experiences. It’s just easier for them to connect the dots.”

8 faculty named specific services or resources provided by the CEL that add value to a student’s educational experience. Internships were identified as of specific value for their ability to promote understanding of a specific work environment and “what day to day life is like outside of St. Olaf.” Internships expand a student’s knowledge of careers, demand commitment and test a student’s coping skills. Experiential learning introduces students to work-related behaviors, habits and expectations. Finstad grants and connections to a variety of career fields, both to create mentoring and networking contacts and as future job connections, were also mentioned as valuable additions to students’ academic experiences. One faculty member mentioned that the CEL provides an “impetus for students to think through what they want to do with their lives - a real value because it doesn’t happen anywhere else on campus;” another described the service as helping students “think broadly about careers.” A third faculty member felt the CEL added value by helping students “take the skills gained, identify where they can use those skills and connect them to the work world . . . to be really concrete about who they {students} are and how they will market themselves in the world.”

It should be mentioned that, in a final question related to impact, faculty were asked to provide a **numerical rating of the contribution of CEL activities to student growth in each of the seven CEL academic competencies and lifelong learning goals** (critical thinking, information literacy, interpersonal communication, leadership, cross-cultural learning, sense of vocation, engaged citizenship). This question failed to provide the evidence we had hoped to glean on student growth through CEL involvement. 6 faculty indicated that they could not answer the question at all. Several indicated they were not able to judge growth through CEL involvement

when they had no information on other specific influences in a student's life that could have contributed to development of the same competencies. Others stated that their answer would need to be based on a specific student and a specific involvement and so were not comfortable in generalizing. 6 faculty did provide partial answers to this set of questions, but each of these 6 qualified their responses in a way that prevents generalizations. 6 faculty did respond to this question, though several responded only after indicating a discomfort in doing so. Numerical results are not reported here as they cannot be considered a valid estimate of the contribution of CEL activities to student growth. (Note: Students and alumni selected for individual interviews were also asked to rate the contribution of CEL activities to their own growth in the same academic competencies and lifelong learning goals. Their judgments should be considered a much more valid indication of the impact CEL has on student growth and development.)

A final set of questions was formulated for faculty who are part of the CEL Faculty Advisory Board; eight of the nine answered these questions. Their comments are summarized below:

The Center for Experiential Learning was established in 2001 to fulfill the vision of providing every interested St. Olaf student with experiential learning opportunities that relate to and complement the St. Olaf liberal arts curriculum. Comment on the progress the CEL has made.

Faculty comments indicate that progress has been made since 2001 and as one pointed out, with "a cut budget and less staff." One faculty member stated that the CEL has "raised the profile of this conception of experiential learning;" another cited that having the Dean's support should be considered positive; and a third suggested that the CEL "is really a positive change in higher education." Several faculty mentioned a heightened awareness of experiential learning on campus with the growing number of internships cited by one as evidence of progress. Several faculty commented on the specific offices of the CEL, indicating that the Offices of Career Connections and Internships are known and their functions are understood. There were mixed comments on the Finstad Office with one faculty feeling that entrepreneurial studies has a higher profile now than previously and another faculty commenting on a lack of understanding about the role of the office. Several faculty mentioned the need for clarity around the role of the Office for Servant Leadership.

Two comments cited a continuing need to find ways to connect with the academic program. "It feels like we're not there yet, that we haven't connected enough with the curriculum." A second faculty member pointed out that the CEL needs to become "trans-disciplinary including all academic departments and not belonging to any."

What are the strengths of the CEL?

Many varied strengths were cited by the faculty on our advisory board. One faculty member commented that "The concept is the strength and CEL has it;" others admired CEL's "commitment to working within a liberal arts framework," the ambition of the CEL and the "ability to morph when it has to." The structure of the CEL, a center with individual offices and an advisory board, is seen as an asset. One faculty member maintained that faculty understanding of the CEL has grown; yet another commented on CEL's "good outreach to faculty and students." The staff are seen as "dedicated and visionary;" the services offered as "valuable." One faculty feels that the individualized attention Career Connections offers students is a strength. Another values the effort put into the clarification of procedures. And finally, one faculty applauds the increasing integration of international and experiential.

Where is the CEL least effective?

Three of the 8 faculty commented on the need for clarity about the role of Servant Leadership and the need for the program to be strengthened. One praised the knowledge of the staff but feels that the CEL needs staff to be “program developers” and “more outgoing.” Several responses indicate that the CEL has a continuing need for outreach through publications and other means. One faculty who has worked closely with the CEL mentioned some specific services of which he was not aware – David Minge, Estenson and Mentor Network – emphasizing a need to increase campus knowledge about specific services and activities connected to the CEL. One faculty mentioned that the CEL is least effective in connecting with faculty and helping faculty to be advisors for students. Another feels that the CEL needs to provide more concrete activities for students. A final comment points out a need that is not within the scope of the authority of the CEL but is certainly an issue where CEL supports faculty opinion: Academic internships need to be recognized “as a bona fide academic experience by the College, allowing faculty to be rewarded accordingly for their supervision.”

One faculty member asked, “Are you trying to be more than you need to be?” He suggested that the CEL might want to “rethink our vision and mission, identifying a few core principles . . . to give members of the community direction.” The CEL needs to “articulate what the deep philosophy is and that takes time.”

Are there areas of the college that you feel the CEL needs to make a priority?

Again, the opinions shared by the faculty advisory group are as varied as the individual faculty. Most of the suggestions focused on ways that we can intensify our efforts with faculty and/or academic programs: cultivate and highlight a relationship with Dean May, gain hierarchical support, explore how CEL learning goals fit within the GE requirements, connect with as many departments as possible, support faculty in bringing experiential learning into the classroom, educate new faculty, use the international and experiential platform for fruitful collaboration, and maintain the academic integrity of internships by rewarding faculty for supervision. One faculty suggested the priority is to educate every faculty member; “every faculty member has to regard CEL as a place to send students for information and opportunities that finish their academic program – educating the whole student.”

Several faculty suggested specific priorities: One faculty member maintained that “humanities and fine arts probably have the least interaction and so may indicate a priority.”

One suggested a focus on advising and vocation. Another pointed to the need for the CEL to provide students interested in writing careers with “experiences to write.” Another indicated a need to “get students’ attention.”

What do you see as the CEL’s biggest challenges going forward?

The faculty advisory board’s indications of CEL’s greatest challenges in large part reflect the goals of the task force in creating the Center for Experiential Learning. The advisory board’s comments acknowledge the need to interact differently within the campus community and to change campus beliefs about the value of experiential learning. Many of the opinions shared indicate the challenge of becoming an entity that is more than the individual offices that existed prior to formation of the CEL:

- the philosophical stuff, becoming trans-disciplinary
- being seen as central, i.e. an integral part of the academic program
- asserting CEL as academic not just administrative
- maintaining an identity as more than a career center

- making stronger links with other offices
- the lifelong challenge of convincing others that we – experiential/lifelong learning - belong

Three faculty specifically commented on the challenge that our current staffing level creates, acknowledging the difficulty of providing the services desired by students within staffing limits, the need to generate additional opportunities for students, and the challenge of prioritizing the many ways we could connect with the campus community. One pointed to college-wide funding constraints as a factor in future staffing needs. One faculty member identified a need for better space. Another highlighted a need to identify and publicize the mission and vision of servant leadership.

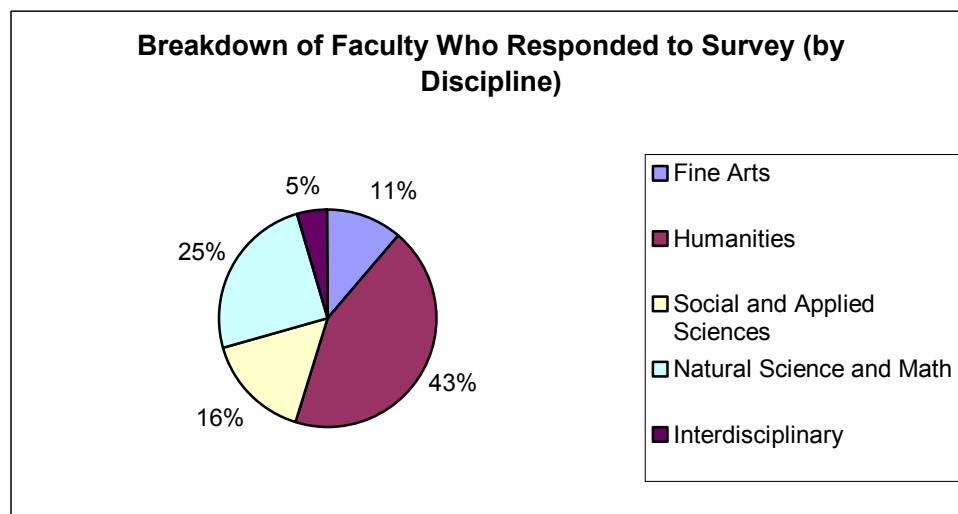
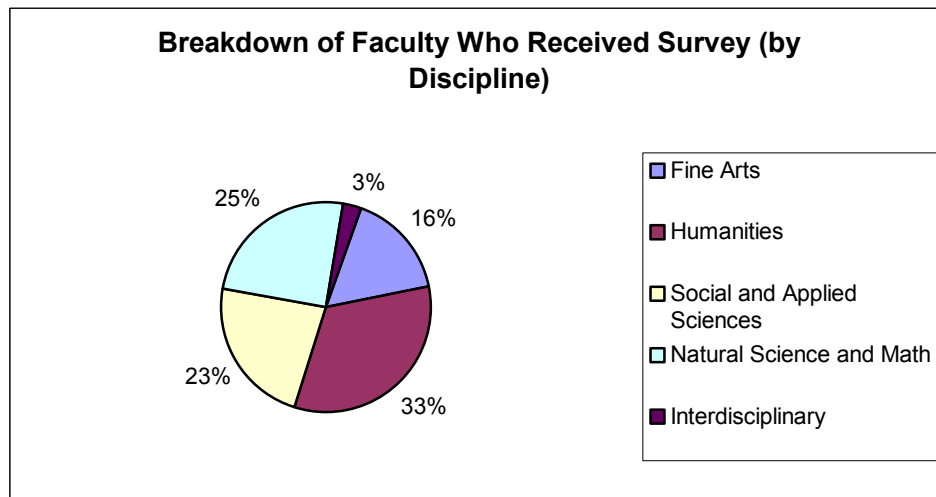
Statistical analysis provided by students Steff Halberstadt, Kelly McConville, and Stacey Wood; analysis and reporting of open-ended questions by Pat Smith, CEL.

FINDINGS OF CEL FACULTY ONLINE SURVEY

DEMOGRAPHICS:

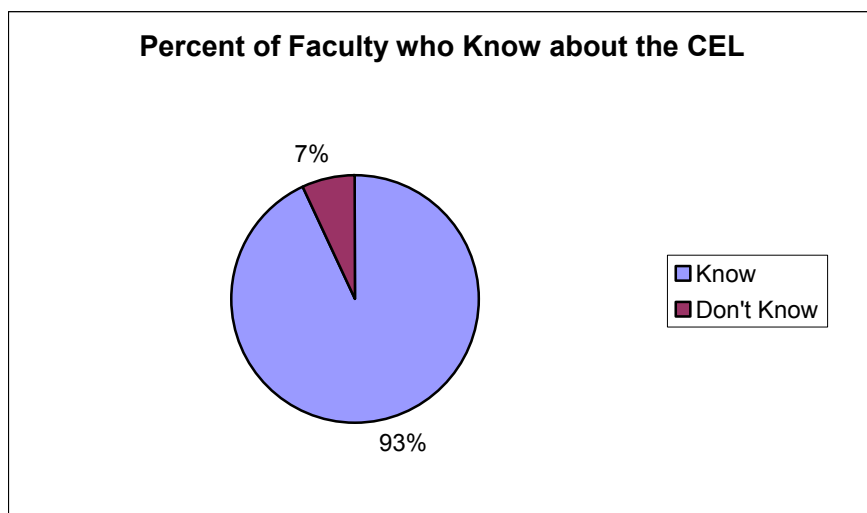
Of the 104 faculty randomly selected to receive the online faculty survey, 42.3 % responded (44). The percent of response by disciplinary area is as follows: 29.4% Fine Arts, 55.9% Humanities, 29.2% Social and Applied Sciences, 42.3% Natural Science and Math, and 66.7 % Interdisciplinary. As seen in the pie graphs below, the percent of faculty who received the survey in each disciplinary area is not significantly different than the percent of faculty who responded for each department.

On average, the years of service at St. Olaf of the faculty who responded is 17.8 years, but the years of service ranged from 0 to 41. The breakdown of faculty rank is as follows: assistant professor 13.6%, associate professor 29.5%, professor 52.3%, instructor 2.3%, visiting assistant professor 2.3%.



AWARENESS:

Faculty were asked, “Do you know about the Center for Experiential Learning?” Only 7% did not know about the CEL (2 Humanities professors and 1 Interdisciplinary professor).



To assess the level of **awareness of CEL services**, both for students and for faculty, respondents were asked to indicate services of which they were aware. On average, faculty were aware of 57% of CEL’s services for students and 41% of the services for faculty. All disciplinary areas have fairly similar awareness of student services overall. There is more variability in awareness of faculty services overall but this may be due to the fact that the survey only contained 4 faculty services while listing 23 student services.

Awareness of **individual student services** varies greatly with some programs having a high level of awareness, e.g. the MN Private College Job and Internship Fair (90.9%) and Finstad Grants (81.8%), while others have a fairly low awareness, e.g. E-Week and vocational retreats.

Faculty awareness of each student service listed on the survey.

Student Services	Percent of Faculty Aware of Service
Academic credit or recognition internship	81.0
Assistance with choosing a major	38.7
Estenson internship	15.9
MentorNetwork	63.6
One-to-one counseling with career counselor	63.6
Mock interview	54.5
MN Private College Job and Internship Fair	90.9
OleRecruiting job and internship database	56.8
Assistance with grad school search and application process	54.5
Assistance with resume and cover letter preparation	61.4
Assistance with search for post-graduation job or volunteer options	65.9

On-campus recruiting through employer information sessions or on-campus interviews	65.9
Peace, justice and service scholarships (Minge, Kloeck-Jensen)	68.2
Assessment inventories	45.5
Assistant with internship search	77.3
Entrepreneurial speakers	54.5
E-Week	11.4
Finstad grants	81.8
Ole Ventures	65.9
Vocational retreats	11.7
World Wide Service Fair	61.7
Post-graduate fellowships/scholarships (ie. Fulbright, Rhodes etc.)	72.7
Servant Leadership Week	45.4

Disciplinary Area	Percent of Faculty Aware of Student Services
Fine Arts	60.9
Humanities	55.2
Interdisciplinary and General Studies	65.2
Natural Sciences and Mathematics	50.6
Social and Applied Sciences	66.5

Faculty awareness of each faculty service listed on the survey.

Faculty Services	Percent of Faculty Aware of Service
Seminar, workshop, or career panel for majors in my dept	36.3
Expertise on incorporating experiential learning into academic program	43.2
Presentation in a specific class	25.0
Job and internship information relevant to students in my academic program	59.0

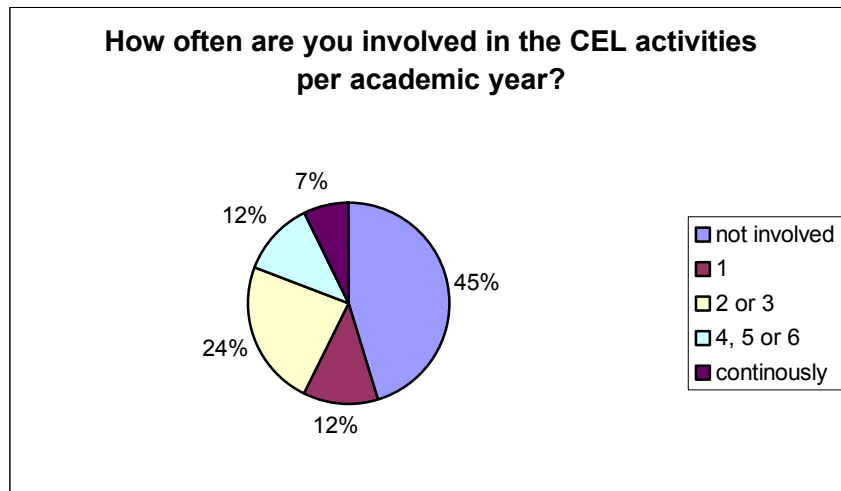
Disciplinary Area	Percent of Faculty Aware of Faculty Services
Fine Arts	55.0
Humanities	36.8
Interdisciplinary and General Studies	50.0
Natural Sciences and Mathematics	27.3
Social and Applied Sciences	60.7

UTILIZATION:

To assess **faculty involvement with the CEL**, they were asked to indicate **specific activities** in which they have been involved. On average, faculty were involved in 5.00 CEL activities. Below is a table of the average faculty involvement with the CEL separated by disciplinary area.

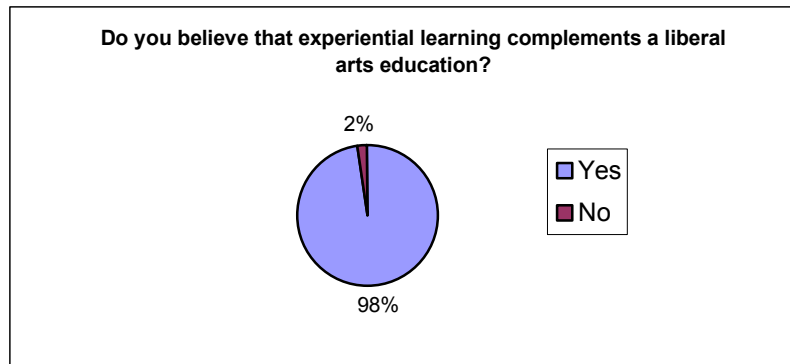
Disciplinary Area	Average Number of CEL Activities of Involvement
Fine Arts	3.2
Humanities	3.6
Interdisciplinary and General Studies	10.0
Natural Sciences and Mathematics	4.3
Social and Applied Sciences	8.6

Faculty were also asked how often they participate in **CEL activities per academic year**. Though the highest response was “not involved” (45%), more than half were involved in at least one activity per year as displayed in the pie chart below.



ADDING VALUE:

An overwhelming majority of the faculty respondents, 43 out of 44, responded positively to the question **“Do you believe that experiential learning complements a liberal arts education?”** (98% yes, 2% no). The sole “no” response was qualified with the comment, “I have no beliefs about experiential learning,” a neutral rather than negative statement.



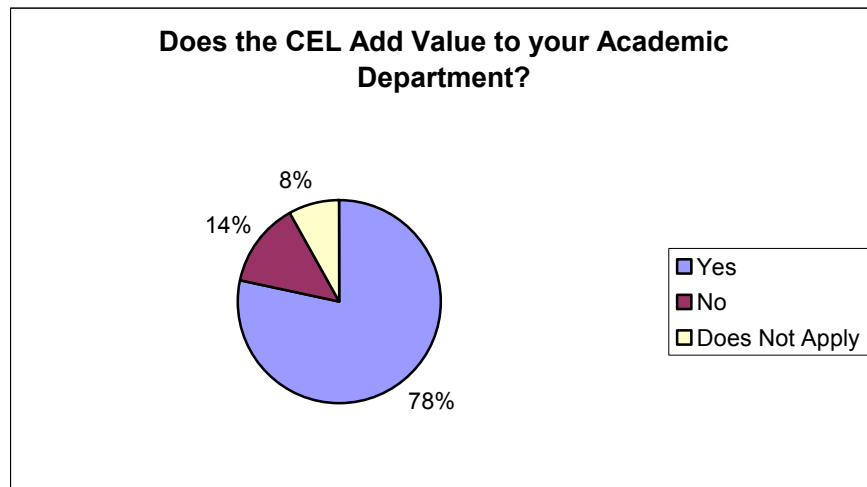
Comments submitted as explanation of respondents “yes” answer, indicated strong belief in the power and relevance of experiential learning. One respondent stated that experiential learning “adds to the overall mission of the liberal arts college, and more specifically, St. Olaf’s mission.” 12 responses (27%) described experiential learning as meaningful, an effective means of providing a context for the “ideas that students learn on campus.” 10 (23%) described the “bridge” experiential learning creates between the academic experience and the “real world” through application of knowledge and skills. 3 respondents felt that experiential learning provides a hands-on method of learning that not only appeals to some students, but is the dominant learning style of many students. Several respondents cited the diverse forms of experiential learning that are prevalent and valued on our campus: off-campus programs, internships, lab courses, performance groups, volunteer activities, small group work, shadowing, work experience.

The following quotes are illustrative of the strong support demonstrated for experiential learning as part of the St. Olaf academic program:

- “You can do the liberal arts without experiential education, but you get a better sense of the meaning of liberal arts with an experiential component.” (Professor, Humanities)
- “Everything is experiential in the end. It is the responsibility of the college to ensure that students see how their liberal arts education intersects with the rest of the world. Experiential education is the way to do this.” (Professor, Natural Sciences and Math)
- “Just as active learning within a course deepens the understanding of concepts under study, active learning beyond the classroom can deepen an appreciation of the tasks of a liberal arts education – engagement, citizenship, reflection on society.” (Assistant Professor, Social and Applied Sciences)
- “I think that experiential learning ‘can’ complement the liberal arts if it’s intentionally designed, well integrated into a student’s program and includes an academic component that’s both relevant and challenging. If all these aspects are present, then experiential learning helps students make connections – between theory and practice, between macro and micro contexts, among different fields of study.” (Associate Professor, Humanities)

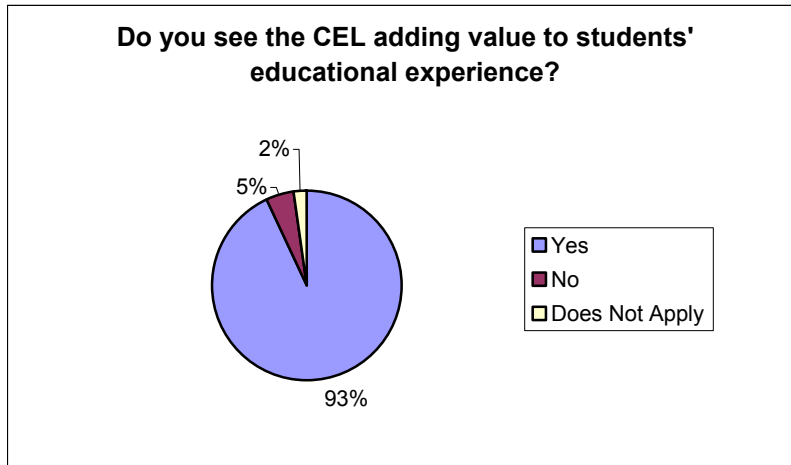
- “Since so much theory comes out of practice, a rich engagement with relevant practices will enhance theoretical learning of the liberal arts. Since so much theory is aimed at transforming/improving the world, good liberal learning should help guide intelligent engagement of the world and its challenges.” (Professor, Humanities)

Faculty were asked, “**Does the CEL add value to your academic department/ program?**” The majority of the 37 respondents to this question indicated that the CEL adds value to their academic department and/or academic program. Only 14 % indicated that the CEL did not add value to their academic department/program (2 Humanities professors, 1 Interdisciplinary professor, 2 Natural Science and Math professors); only 8% chose “does not apply” to their academic department (3 Humanities professors).



18 (62%) of the 29 faculty who responded “yes” to this question cited one or more specific service that the CEL provides to students as the way that the CEL adds value to their academic department/ program. We had hoped that this question would elicit responses indicating the ways the CEL supports and/or enhances, or fails to support/enrich, departments/programs on a holistic level. We cannot discount, however, the value that CEL adds by providing services to students that are not provided by the department/program. One associate professor of Social and Applied Science answering “yes” to the question did indicate the integration of the CEL into her academic program; another associate professor in Natural Sciences and Math acknowledged the scope of the question with the answer “I don’t see that CEL impacts our program, though it does impact our students.” 9 respondents (some who chose “yes,” some who chose “does not apply” and some who did not answer the question) provided comments indicating that they did not know whether the CEL interacted with their department or did not understand how the CEL could impact their program.

The question “**Do you see the CEL adding value to a student’s educational experience?**” received a strongly positive response (93% yes, 5% no, 2% does not apply). Of the 44 faculty who completed the online survey, only 2 felt the CEL did not add value to the student educational experience (1 Humanities professor and 1 Interdisciplinary professor); an additional faculty member from Humanities chose “does not apply.”



Responses to this question mirrored the comments on experiential learning as an integral component of liberal arts education and CEL adding value to an academic department/program. Respondents indicated that the CEL enriches the liberal arts experience, extends the learning of their students, provides the opportunity to apply classroom learning, demonstrates that “a liberal arts education is indeed relevant” and “helps students to make connections between their academic endeavors and the rest of their lives (now as students and after graduation.)”

Statistical analysis provided by statistics students Steff Halberstadt, Kelly McConvill, and Stacey Wood; analysis and reporting on open-ended questions by Pat Smith, CEL.