Co-Curricula Innovation Helping Engineering Faculty Effortlessly Embed Career Education: A Work in Progress Practice Paper

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Jessica Bowers serves as the Manager for Career Development Content and Strategy in the Samuel Ginn College of Engineering (SGCOE) at Auburn University, where she leads efforts to integrate career development throughout the academic experience. Her work focuses on building partnerships to embed career education assignments into engineering coursework, coordinating career development class facilitation, and curating instructional resources that equip campus partners to deliver scalable, competency-aligned career education.

With more than 15 years of experience in higher education spanning career services and academic advising, Jessica is passionate about developing accessible instructional materials that support curricular innovation and cultivating partnerships that position professional development as a shared academic priority. She holds an M.S. in College Student Personnel from the University of Tennessee, Knoxville, and a B.A. in Organizational Communication and Psychology from the University of North Carolina at Charlotte.

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NEXT LEVEL Co-Curricula Innovation Helping Engineering Faculty Effortlessly Embed Career Education: A Work in Progress Practice Paper

Engineering employers have broadly expressed expectations for college students and graduates to demonstrate not only technical abilities but also foundational leadership capacity, which entails competency in essential skills such as communication, teamwork, and critical thinking. Aiming to meet these workforce expectations by supporting student leadership education, the "**NEXT LEVEL™ Career Development and Reflective Writing Program (NEXT LEVEL)",** a strategic initiative launched in 2023, introduces a structured approach for embedding career education within engineering curricula at a large R1 institution.

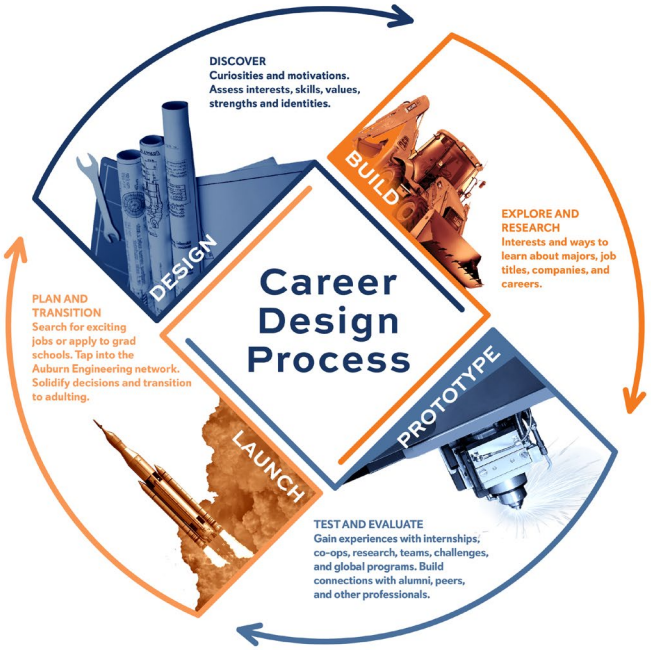


Figure 1. Career Design Process: A career development framework tailored to engineering audience.

Challenges that NEXT LEVEL seeks to address involve career services capacity and student-initiated action toward career readiness. Although a university career center generally facilitates coaching, workshops, employer recruitment events, and classroom presentations, its capacity is typically limited relative to student need based on population size. Also, at the individual level, four-year degree seeking college students tend to focus on academic requirements, often delaying career exploration until later stages of their program. Therefore, embedding career development within required courses helps counter these challenges by signaling their importance and ensuring earlier, repeated engagement.

Grounded in a career development framework (Figure 1) tailored for engineering audiences. NEXT LEVEL exemplifies a work-in-progress (WIP) practice that integrates career development into engineering coursework through a sequence of predefined, scaffolded, and scalable career readiness assignments and rubrics throughout the undergraduate curriculum. Content is delivered through the Canvas® Learning Management System (LMS) using the blueprint feature and

implemented through coordinated collaboration between faculty and career development educators, supporting consistency without increasing instructional burden.

NEXT LEVEL was developed at Auburn University and primarily serves the Samuel Ginn College of Engineering, which enrolls approximately 5,300 undergraduate and 1,100 graduate students across nine disciplines. Employer recruitment demand for engineering majors, spanning co-op, internship, and full-time employment opportunities, is driven largely by regional industries such as manufacturing, automotive, government, aerospace, defense, construction and environmental services, and oil and gas. While grounded in this regional and institutional context, the NEXT LEVEL program is intentionally designed to be adaptable across diverse institutional, disciplinary and industry settings.

NEXT LEVEL brought together a committee of Career Development and Corporate Relations (CDCR) staff, engineering faculty, and campus-wide administrators with a mission to develop, implement, and establish a scalable, outcomes-oriented process for systematically integrating career education within a demanding engineering curriculum.

Conceptual Framework and Literature Review

Overview

An augmented theoretical framework for NEXT LEVEL synthesizes two career development models and two student development theories into the Career Design Process (**Figure 2**.) Career development research that informs NEXT LEVEL encompasses Happenstance Learning Theory and the Career-Readiness Competency Development Model. Additionally, Self-Authorship and Critical Leadership Education are the student development theories which undergird NEXT LEVEL.

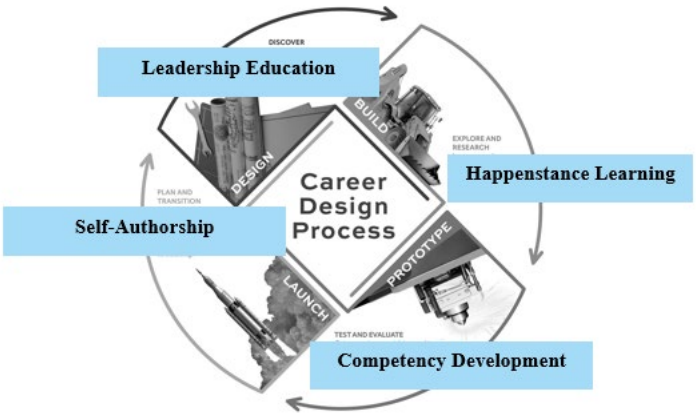


Figure 2. NEXT LEVEL Conceptual Framework: Career Design Process adapted to education pedagogies.

Career readiness, defined by the National Association of Colleges and Employers (NACE) [1], [2] is a foundation composed of core competencies (Table 1) that reflect employment-market demands for college graduates who are well-prepared for workforce entry and equipped for lifelong career management. Research findings originating from NACE as well as Gatta

et.al.[3], and Mitchell et.al. [4], regarding career education models inform NEXT LEVEL's work-in-progress practice. Additionally, extant literature from Baxter-Magolda [5], Dugan [6], Kuh [7] and Davis [8], provide rationale for addressing student leadership development outcomes for engineering majors. Collectively, the frameworks for student development and career development bridge the psychosocial aspects of the college student experience with high-impact practices (HIPs) toward cultivating career-readiness competencies, namely non-technical skills such as career & self-development, communication, critical thinking, leadership, professionalism and teamwork.

Table 1. NACE Career-Readiness Competencies

Critical Thinking	Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information
Communication	Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
Teamwork	Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
Technology	Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.
Leadership	Recognize and capitalize on personal and team strengths to achieve organizational goals.
Professionalism	Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
Career and Self-Development	Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

Student Development Theory

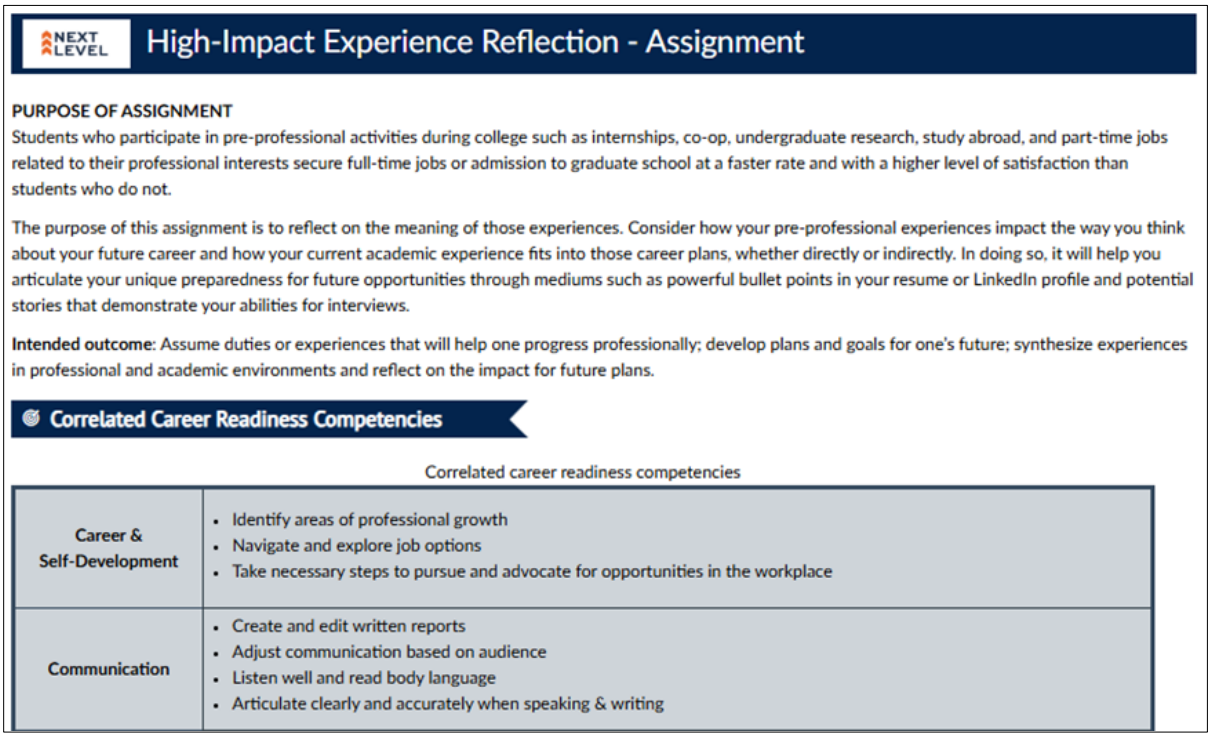
Self-Authorship

From a theoretical standpoint, career education as a co-curricular approach is guided by foundational student development frameworks including Baxter-Magolda's concept of Self-Authorship, which is the "internal capacity to define one's beliefs, identity and social relations". Self-authorship is operationalized by college students to help meet the challenges they experience while transitioning into adult life.

Baxter-Magolda's 21-year longitudinal study involving self-authorship initiated with qualitative interviews of 101 first year college students; ultimately 80 remained as participants beyond graduation. Findings from this seminal research concluded educational practices that cultivate self-authorship, particularly such practices that situate learning within holistic, integrated experiences—foster the development of critical thinking skills. This career readiness

competency addresses societal concerns regarding the ability of the next generation to assume leadership. Furthermore, self-authorship reflects one's ability to construct meaning from lived experiences. This ability becomes critically apparent when students articulate how their high-impact, experiential learning opportunities connect to their academic coursework.

Therefore, the "High-Impact Experience Reflection – Assignment" (Figure 3.) is one implemented example of a NEXT LEVEL assignment (Appendix B) informed by research indicating that students who participate in HIPs such as internships, undergraduate research, global learning, and community-based learning, secure full-time employment more quickly and with greater satisfaction than those who do not [7], [8]. The purpose of this assignment is to compel engineering students to engage in HIPs while using written reflection as a pedagogical tool to help students make meaning of their experiences. The High-Impact Experience Reflection – Assignment directly responds to recommendations identified in Davis' research, which highlight a "need to improve how HIPs are promoted and marketed to students to reflect the values students hope to gain from those experiences" [8].



NEXT LEVEL

High-Impact Experience Reflection - Assignment

PURPOSE OF ASSIGNMENT

Students who participate in pre-professional activities during college such as internships, co-op, undergraduate research, study abroad, and part-time jobs related to their professional interests secure full-time jobs or admission to graduate school at a faster rate and with a higher level of satisfaction than students who do not.

The purpose of this assignment is to reflect on the meaning of those experiences. Consider how your pre-professional experiences impact the way you think about your future career and how your current academic experience fits into those career plans, whether directly or indirectly. In doing so, it will help you articulate your unique preparedness for future opportunities through mediums such as powerful bullet points in your resume or LinkedIn profile and potential stories that demonstrate your abilities for interviews.

Intended outcome: Assume duties or experiences that will help one progress professionally; develop plans and goals for one's future; synthesize experiences in professional and academic environments and reflect on the impact for future plans.

Correlated Career Readiness Competencies

Correlated career readiness competencies

Career & Self-Development	• Identify areas of professional growth • Navigate and explore job options • Take necessary steps to pursue and advocate for opportunities in the workplace
Communication	• Create and edit written reports • Adjust communication based on audience • Listen well and read body language • Articulate clearly and accurately when speaking & writing

Figure 3. NEXT LEVEL High-impact experience assignment excerpt
See Appendix B for full details.

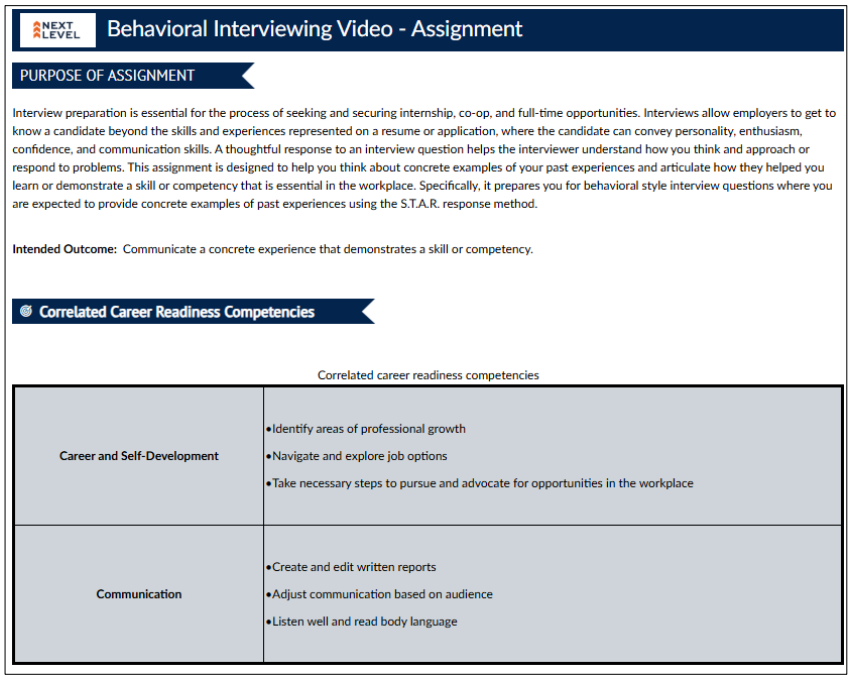
Critical Leadership Education

It is phenomenologically observed that engineering students tend to devalue nontechnical knowledge [9] particularly in relation to their STEM-centric identities. This devaluation of nontechnical, yet highly essential skills (often called soft skills), runs counter to well-documented employer expectations for career-readiness competencies that support leadership development and influence workplace success [1], [9], [10].

Dugan's framework for Critical Leadership Education hinges on a student's capacity to engage as critical learners through reflection and the use of counter-narratives within experiential and relational contexts. In alignment with HIPs and self-authorship theory, Dugan's research on critical leadership education emphasizes that leadership occurs both within and beyond formal professional engineering experiences [6]. As a result, it is essential for students to develop a leadership ethos even if they have not yet held formal positions of authority over others.

The extensive body of research conducted by Dugan et.al. includes a multi-institutional study of leadership administered on 52 campuses of varying types, sizes and student demographics, as well as a meta-analysis of over 200 research studies examining leadership education practices. Dugan's findings on critical leadership education validate the pragmatic ways in which integrating career development assignments can cultivate students' foundational leadership competencies including effective communication, professionalism, teamwork and critical thinking.

Taking Dugan's pragmatic education findings into consideration, another NEXT LEVEL assignment example (Figure 4) that integrates career-readiness content is the "Behavioral Interviewing Video - Assignment" (Appendix C). In this assignment, engineering students are tasked with orally articulating their career readiness competencies, such as collaborative teamwork, within a recorded mock interview using BigInterview®, an AI- powered, online career development platform. Students respond to behavioral questions commonly asked in engineering job interviews, such as: *Tell me about a time when you worked with a team to accomplish a goal. What role did you play in the team and what was the result of your project?* The intended outcome of the Behavioral Interviewing Video assignment is for students to articulate concrete experiences that demonstrate career readiness.



NEXT LEVEL

Behavioral Interviewing Video - Assignment

PURPOSE OF ASSIGNMENT

Interview preparation is essential for the process of seeking and securing internship, co-op, and full-time opportunities. Interviews allow employers to get to know a candidate beyond the skills and experiences represented on a resume or application, where the candidate can convey personality, enthusiasm, confidence, and communication skills. A thoughtful response to an interview question helps the interviewer understand how you think and approach or respond to problems. This assignment is designed to help you think about concrete examples of your past experiences and articulate how they helped you learn or demonstrate a skill or competency that is essential in the workplace. Specifically, it prepares you for behavioral style interview questions where you are expected to provide concrete examples of past experiences using the S.T.A.R. response method.

Intended Outcome: Communicate a concrete experience that demonstrates a skill or competency.

Correlated Career Readiness Competencies

Correlated career readiness competencies

Career and Self-Development	•Identify areas of professional growth •Navigate and explore job options •Take necessary steps to pursue and advocate for opportunities in the workplace
Communication	•Create and edit written reports •Adjust communication based on audience •Listen well and read body language

Figure 4. NEXT LEVEL Behavioral interviewing video assignment excerpt. See appendix C for full details.

Career Development Models

Happenstance Learning Theory (HLT)

The underlying premise of HLT as posited by Mitchell et. al. [4], is that educators must intentionally identify learning outcomes that teach students how to initiate career and self-development actions, such as self-authorship, throughout their collegiate journey. Doing so increases the likelihood students will materialize high-quality career opportunities upon graduation and beyond.

In alignment with these learning-outcome principles, NEXT LEVEL applies HLT by identifying ABET student outcomes that align with career readiness assignments. For example, the Behavioral Interviewing Assignment correlates with ABET Student Outcome #3, which emphasizes an ability to communicate effectively with a range of audiences. Assessment of this learning outcome is supported through a customized rubric attached to the assignment (see Appendix B). With respect to HLT's emphasis on career and self-development, NEXT LEVEL sequences predefined, career readiness assignments that are scaffolded across academic course levels. For instance, the Interests and Motivations Exercise assignment (see Appendix A) is designed for first year college students, whereas the Behavioral Interviewing Video Assignment is sequenced for students who have completed two or more years of coursework.

It is important to note that although HLT reinforces self-authorship by emphasizing career and self-development competence, students' levels of self-initiated efficacy vary considerably depending on their exposure to professional influences prior to college. Consequently, students who lack foundational career development exposure before college may demonstrate an overreliance on faculty to provide career education. Findings from Gatta et.al. [3], report that over 90% of faculty indicate students seek their advice on career-related matters. While career services offices are typically available on university campuses and are designed to serve as intervention agents, counselors, and liaisons for student-employer interactions, students are not systematically prompted to engage with the full range of career development resources and opportunities that exist. Additionally, many students experience heightened academic pressures, limited navigational capital, or socioeconomic barriers, all of which have been shown to contribute to delayed engagement in career development [8].

Competency Development Model

To support faculty while simultaneously addressing student experiences shaped by uneven exposure to pre-professional interactions and delayed career and self-development, Gatta et.al. [3] suggest that one of the most effective strategies is for faculty to embed career education within their courses through career-related activities and reflective assignments. This recommendation is derived from a cross-sectional survey methodology commissioned by NACE, the American Association of Colleges and Universities (AAC&U) and the Society for Experiential Education (SEE). Analysis of nearly 7,000 survey responses reveals faculty perspectives on career education and affirms NEXT LEVEL's systematic approach to

implementing a career-readiness model informed by NACE's Four Pillars of Competency Development including (i) Conceptualization & Planning, (ii) Coalition Building, (iii) Allocated Resources, and (iv) Evaluations and Assessment. This WIP paper places highlights Coalition Building, defined as the practice of mobilizing an advisory committee composed of multiple stakeholders and units to collaboratively achieve the shared goal of integrating career readiness as a co-curricular model" [1].

NEXT LEVEL leverages coalition building to support faculty in embedding career education into their courses. The joint advisory committee formed for NEXT LEVEL represents a cross-functional partnership among engineering faculty, career services professionals, instructional designers, institutional researchers and college-level administrators. This WIP practice paper provides insight into NEXT LEVEL's operational model (Figure 5), preliminary findings, and lessons learned to date.

Program Focus and Method of Operation

The focus of NEXT LEVEL is two-fold: 1) enable faculty to integrate career education seamlessly into their courses and 2) empower engineering students to prioritize the gradual stages of career development that lead to HIPs and support first-destination success. To accomplish this, scaffolded career development assignments were created for courses across the 1000- to 4000-level engineering curriculum. Assignments are designed to A) illuminate the value of nontechnical skills through reflective writing pedagogy and B) systematically facilitate student engagement with the Office of Career Development and Corporate Relations (CDCR) with particular emphasis on cultivating experiential learning through HIPs.

The first operational step involved launching the NEXT LEVEL Faculty Fellows Program to recruit champions of career education and establish a structured feedback loop. Faculty Fellows were strategically chosen at all academic levels and in courses that would generate the greatest student exposure to NEXT LEVEL. To maximize adaptability and assessment feasibility, the specific engineering discipline of the participating courses was intentionally deemed irrelevant. Faculty Fellows selected from a curated set of assignments deployed into courses via the college's LMS, Canvas®, using a centrally managed blueprint administered by the college's instructional design team. Assignment content is created by CDCR with input from the joint program committee and is aligned with student-success outcomes and relevant course objectives, including ABET [10] Criterion for Student Outcomes #3, #4, and #7, which are respectively defined as follows:

- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

In addition to procuring, developing and delivering assignment materials, CDCR offers in-class facilitation aligned with assignment topics. Faculty Fellows may reserve CDCR facilitation dates

in coordination with their course schedules. Assignments may be graded by faculty, teaching assistants, or – when requested and capacity permits – CDCR staff. The Canvas SpeedGrader® tool, paired with CDCR-developed rubrics**,** enables consistent and scalable evaluation. As the program expanded, grading at scale emerged as a key stress point. CDCR addressed this challenge through several strategies: 1) providing grader training for faculty and teaching assistants, 2) integrating the AI-powered training platform, BigInterview®, to deliver automated feedback for resume and interview-based assignments, and 3) encouraging faculty to use assignments as evidence of ABET outcomes, thereby increasing participation through accreditation-related relevance.

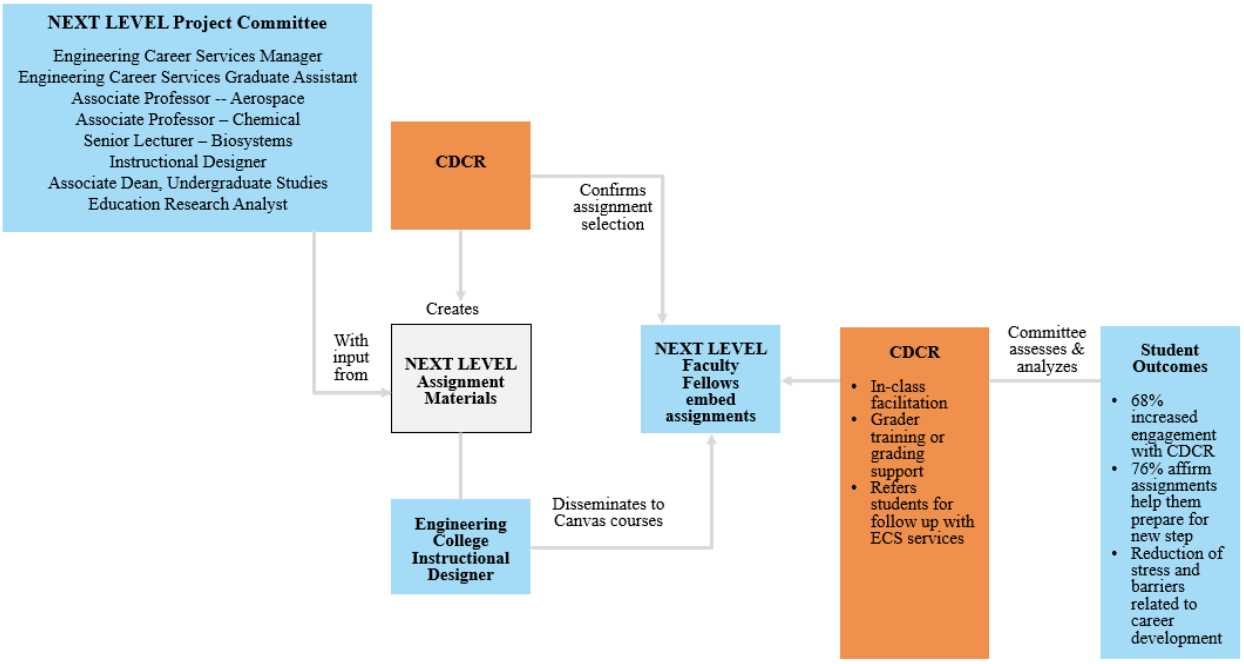


Figure 5. Process flow illustrating collaboration of NEXT LEVEL Project Committee, Faculty Fellows and integrated materials to embed career-readiness assignments.

Assignment content was informed by employer insights gathered through corporate relations forums, NACE research, and targeted surveys. Members of departmental alumni councils, the Young Alumni Council, and the Academic and Student Experience Alumni Committee (AAEC) provided 90 responses rating the importance of artifacts such as resumes, LinkedIn® profiles, cover letters, and nontechnical competencies. These data directly informed the selection of competencies prioritized within the assignments and the intervals at which they were intentionally integrated.

Preliminary Findings

Preliminary results indicate strong early adoption, with participation (Figure 6.) from more than 30 faculty across nine engineering disciplines. In the 2024-25 academic year, the program reached approximately 28% of undergraduate engineering students, representing a 10% increase in CDCR reach compared to percentage of students who self-initiated engagement with CDCR career coaching services during the same period. In its second year, program reach nearly doubled, engaging more than 2,600 distinct undergraduate engineering students, approximately

50% of the undergraduate population. Faculty surveys overwhelmingly support the program's goal of seamless integration. One faculty member noted, "It is our job to both educate students in the program content and prepare them for future careers. This program helps provide us the means to do so in a way that is of great benefit to students without requiring significant burden on faculty."

Student survey responses also demonstrate meaningful impact indicating 68% report increased engagement with career services and 76% affirmed the assignments helped them prepare for a specific next step aligned with their career goals. Students also reported reductions in stress and barriers related to career development, particularly regarding lack of awareness of opportunities, resources and uncertainties related to post-graduation plans and the college-to-career transition. Early analysis of student outcome data also indicates students in courses with both a program assignment and an CDCR class facilitation exhibit higher levels of career engagement than students in courses without facilitation.

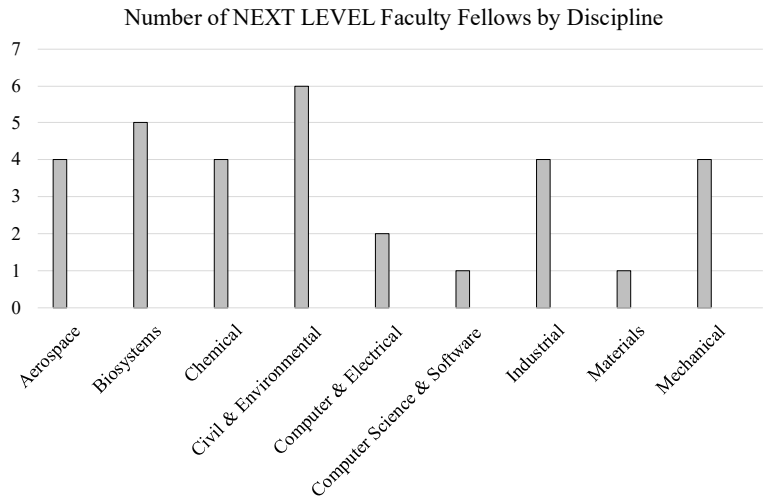


Figure 6. Participation across engineering disciplines.

As NEXT LEVEL continues, CDCR and the program committee continue to investigate correlations between program participation and student outcomes. This spring, the committee's education research analyst will conduct comparative analysis between a treatment group of students who completed one or more program assignments and a control group of students who did not. The analysis will examine relationships between assignment completions, participation in CDCR-class facilitation sessions, and subsequent engagement with CDCR services.

WIP Lessons Learned

By packaging career development together with curricular expectations within the LMS and leveraging AI-powered tools, NEXT LEVEL offers a scalable model for cultivating leadership development competencies in engineering students. Rather than positioning career preparation as an extracurricular responsibility, the program embeds it as an integral component of engineering education and professional identity formation.

The NEXT LEVEL Career Development Reflective Writing Program represents a promising work-in-progress practice. Key lessons learned to support faculty in integrating career education into their teaching include the following:

1. For Faculty
    a. Design engineering course syllabi to include in-class facilitations led by career services professionals.

    b. Leverage the university or college's LMS to distribute career readiness assignments using standardized rubrics tailored to career-related artifacts, such as resumes, cover letters, and LinkedIn profiles.
    c. Collaborate with career services to provide instructional guidance to engineering teaching assistants (TAs) to ensure quality and consistency in grading career-related assignments.
2. For Institutional Units
    a. Allocate budgetary resources to cover payroll for additional career services staffing, as needed, to support assignment grading in courses without assigned TAs.
    b. Invest in digital platforms that provide mock interviews and resume assessment tools that can be integrated into courses via the LMS.
    c. Ensure that instructional design units are adequately resourced to support college-wide scaling of centrally managed LMS blueprint implementations.
3. For Career Services
    a. Leverage corporate relations and industry partnerships through focus groups, forums, and surveys to anticipate employment trends and maintain the relevance of career development content.
    b. Assist faculty in identifying and selecting career assignment topics that align with course level, ABET student outcomes, and opportunities for interdisciplinary learning across engineering disciplines.
    c. Align with institutional strategy and college leadership to maximize intra-college coverage, operational efficiency, and student success outcomes.
4. For Engineering Educators
    a. Make curated NEXT LEVEL instructional materials available through the Canvas® platform, including
        i. A career development framework customized to engineering audience
        ii. An assignment topic map
        iii. Canvas-ready assignment instructions and grading rubrics

In conclusion, this multi-unit coalition illustrates how career services can function as a pedagogical engine that supports faculty through the provision of curricular content, reflective frameworks, and coordinated strategic initiatives and assessment practices. While comparative results between students who completed courses with embedded career-development co-curriculum and those who did not remain pending, preliminary outcomes, derived from assignment rubric scores, qualitative student surveys, and faculty testimonials, strongly suggest that this model enhances student success while reducing faculty burden. Collectively, these findings indicate a favorable and scalable pathway for engineering colleges seeking to strengthen career readiness and leadership development across their entire student population and beyond.

References

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Appendix A

Assignment Topic Map

Courses	Assignment	CDCR In-Class Facilitation
1000-LEVEL		
• Engineering Orientation • Success Strategies in Engineering	• Interests & Motivations Worksheet • Lifelong Learning Reflection	• Industry + alumni panel with focus on interests & motivations
2000-LEVEL *Discipline-specific courses such as: • Aerospace Fundamentals • Surveying • Transport • Manufacturing Technology Lab • Intro to Materials Science	Priority • Customized Resume & References • LinkedIn Profile & Exercise Secondary • Informational Interview Reflection • Personal Introduction Video	• Resume & References • Professional Networking + Branding
3000-LEVEL *Discipline-specific courses such as: • Environmental Engineering • Machine Design • Chemical Engineering Separations • RF Systems Lab	Priority • Behavioral Interviewing Video (*Sample provided in Appendix C*) • Industry & Job Function Exercise Secondary • Financial Literacy Reflection • High Impact Experience Reflection (*Sample provided in Appendix B*)	• Facilitation that accompanies chosen assignment topic
4000-LEVEL *Discipline-specific courses such as: • Aerospace Structures II • Capstone Design • Professional Practice	Priority • Financial Literacy Exercise • Career Readiness Competencies Reflection Secondary • College to Career Transition Video	• Facilitation that accompanies chosen assignment topic
*Discipline-specific courses are determined based on assigned courses for NEXT LEVEL Faculty Fellow(s); Fellows are strategically recruited based on department courses that will reach all students at that course level.		

Appendix B

High-Impact Experience Reflection - Assignment

PURPOSE OF ASSIGNMENT

Students who participate in pre-professional activities during college such as internships, co-op, undergraduate research, study abroad, and part-time jobs related to their professional interests secure full-time jobs or admission to graduate school at a faster rate and with a higher level of satisfaction than students who do not.

The purpose of this assignment is to reflect on the meaning of those experiences. Consider how your pre-professional experiences impact the way you think about your future career and how your current academic experience fits into those career plans, whether directly or indirectly. In doing so, it will help you articulate your unique preparedness for future opportunities through mediums such as powerful bullet points in your resume or LinkedIn profile and potential stories that demonstrate your abilities for interviews.

Intended outcome: Assume duties or experiences that will help one progress professionally; develop plans and goals for one's future; synthesize experiences in professional and academic environments and reflect on the impact for future plans.

Correlated Career Readiness Competencies

Correlated career readiness competencies

Career & Self-Development	• Identify areas of professional growth • Navigate and explore job options • Take necessary steps to pursue and advocate for opportunities in the workplace
Communication	• Create and edit written reports • Adjust communication based on audience • Listen well and read body language • Articulate clearly and accurately when speaking & writing

What are career readiness competencies?

Employers recruiting college graduates seek a foundation of skills and competencies that demonstrate you are prepared for success in the workplace and as a professional in your field. A taskforce of employers and university professionals in the National Association of Colleges and Employers (NACE) identified and formalized eight career readiness competencies for college graduates.

Learn more at aub.ie/ENGRCareerCompetencies

A pre-professional experience may be any experience related to a career or professional work such as a summer internship, research assistantship, part-time employment, work shadowing, co-op, full-time employment, leadership positions within a professional organization, etc. If you do not have a qualifying experience, you may write about the type of experience you hope to acquire before graduation.

Use the following prompts to help you synthesize your experience:

- What was your main takeaway(s) from the experience? What did you discover about yourself?
- How has this experience propelled you forward? How did (or will) it affect how you view your future career interests?
- Did your experience align with what you are studying in school? In what way(s)?
- What skills or traits did you use in this experience? What did you notice you would like to improve on – additional knowledge, skills, abilities?
- What actions will you take next to make progress toward a next step or experience?
- If you have not had any pre-professional experiences yet, write about the types you are interested in, steps you can take to secure that experience, and how you see the experience benefiting you in your college life and future career.

High Impact Experience Reflection - Rubric ABET #7

Criteria	Ratings				Pts
Content - Reflection	**6.5 pts** **Excellent** Reflection provides an in-depth analysis of the experience and the value of the derived learning to self and others. Clearly articulates multiple connections between this experience, and other past professional experiences &/or future goals	**6 pts** **Good** Reflection provides a concise analysis of the experience and the value of the derived learning to self and others Articulates the connection between this experience and to previous experiences or future goals	**4.5 pts** **Fair** Reflection provides beyond a basic description of the experience and details the value of the derived learning to self or others Attempts to analyze and connect this experience to previous experiences or future goals	**3 pts** **Minimum** One-page reflection entails the takeaway(s) and value derived from high impact experiences Opportunity to draw clear connections between the topic/discipline, professional-related experiences and future goals	6.5 pts
Spelling, Grammar, Formatting	**3.5 pts** **Excellent** Written Reflection contains no error in spelling or grammar; Consistent use of one font-type (either Arial, Calibri, Helvetica, or Times New Roman); Font Size consistency within 10-12pt; Header insert with student's name, date and course; Footer insert with page number; File name "Save As" is personalized (e.g., "Jane Smith – Reflection")	**3.25 pts** **Good** Written reflection contains minimal to no error in spelling, grammar or punctuation; Reflection paper formatted layout with properly indented paragraphs or added space between paragraphs	**2.5 pts** **Fair** Written reflection contains minimal error in spelling, grammar or punctuation	**0 pts** **Unsatisfactory** Multiple errors in spelling, grammar or punctuation	3.5 pts
ABET #7 Learning Strategies	**0 pts** **i. Advance Application** Consistently demonstrates ability to acquire and apply new knowledge as needed; demonstrates ability to articulate connections between various learning experiences and future goals	**0 pts** **ii. Early Application** Intermittently demonstrates ability to acquire and apply new knowledge as needed	**0 pts** **iii. Comprehension** Understands the value of new learning strategies + lifelong learning	**0 pts** **iv. Emerging Knowledge** Recognizes the concept of new learning strategies + lifelong learning	0 pts
					Total Points: 10

Appendix C

Behavioral Interviewing Video - Assignment

PURPOSE OF ASSIGNMENT

Interview preparation is essential for the process of seeking and securing internship, co-op, and full-time opportunities. Interviews allow employers to get to know a candidate beyond the skills and experiences represented on a resume or application, where the candidate can convey personality, enthusiasm, confidence, and communication skills. A thoughtful response to an interview question helps the interviewer understand how you think and approach or respond to problems. This assignment is designed to help you think about concrete examples of your past experiences and articulate how they helped you learn or demonstrate a skill or competency that is essential in the workplace. Specifically, it prepares you for behavioral style interview questions where you are expected to provide concrete examples of past experiences using the S.T.A.R. response method.

Intended Outcome: Communicate a concrete experience that demonstrates a skill or competency.

Correlated Career Readiness Competencies

Correlated career readiness competencies

Career and Self-Development	•Identify areas of professional growth •Navigate and explore job options •Take necessary steps to pursue and advocate for opportunities in the workplace
Communication	•Create and edit written reports •Adjust communication based on audience •Listen well and read body language

Requirements

ATTIRE | Your attire in the video should be business professional to an external site., which is consistent with what is expected for an interview. Plan your attire in advance of the deadline for this assignment in case you need to visit the AU Campus Career Closet to an external site. (by appointment) or make other plans to dress accordingly.

INTERVIEW QUESTIONS | You can expect to answer the following questions in your assignment. These are common question types for behavioral interviews.

Question #1 Thanks for being here for today's interview. Please get us started by telling me a little bit about yourself.

(Hint: Use the elevator pitch guide to formulate your response to this question.)

Question #2 Tell me about a time when you worked with a team to accomplish a goal. What role did you play in the team and what was the result of your project?

(Hint: Suggested competencies to consider – Teamwork)

Question #3 Tell me about a time when you made a mistake. What happened and how did you handle it?

(Hint: Suggested competencies to consider – Professionalism, Communication)

Question #4 Provide an example of a time when you had to think outside the box. What was the result and how did it help the situation at hand?

(Hint: Suggested competencies to consider – Leadership, Critical Thinking)

Question 5 Tell me about an accomplishment of which you are most proud and why.

(Hint: Suggested competencies to consider – Career and Self-Development, Communication)

Behavioral Interviewing on BigInterview - Rubric ABET #3

Criteria	Ratings				Pts
PART A: Preparation Guides	**2 pts** **Complete** Completed the STAR Interview Technique and Elevator Pitch Guides.		**0 pts** **Incomplete**		2 pts
Part B: Big Interview - Behavioral Interview Assignment using STAR Technique	**5 pts** **Gold** Achieves "Complete" criteria; and according to Big Interview AI Feedback, the Gold Medal indicates excellent performance in all weighted areas, showing strong skills across the board.	**4 pts** **Complete** Fully answered each of the five mock behavioral interview questions. Show proof of completion by providing a screenshot of the AI Feedback score results, or provide the URL link to your assignment submission on the BigInterview portal.	**0 pts** **Incomplete**		5 pts
Part C: Feedback + Reflection	**3 pts** **Complete** Detailed self-review provided with description of future plans to improve performance. Your document should not exceed 1 page; must be free of errors in spelling, grammar & punctuation. Provide your name, date and course number at the top of the page; personalize the filename (i.e. Smith-Self Review).		**0 pts** **Incomplete**		3 pts
ABET #3 ABET Outcome 3 | an ability to communicate effectively with a range of audiences	**0 pts** **i. Advanced Application** Consistently uses effective communication skills to convey meaning for a tailored range of audiences.	**0 pts** **ii. Early Application** Intentionally uses effective communication skills to convey meaning.	**0 pts** **iii. Comprehension** Understands how to use communication skills to convey meaning.	**0 pts** **iv. Emerging Knowledge** Recognizes the elements of effective verbal and non-verbal communication	0 pts

Total Points: 10