

University of Windsor
Senate

*5.2.1: **Office of Experiential Learning Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Office of Experiential Learning Annual Report (2021-2022)

1. Executive Summary – Office of Experiential Learning

A. Introduction

This reporting period falls in year two of the COVID-19 global pandemic with further lockdowns and flexibilities in work and study situations. Changes made to our programming during the first year of the pandemic proved to be effective in allowing our staff to continue to deliver exceptional programming to our UWindsor students as well as exceptional customer service to our external community and employer partners. We continue to assess our modes of delivery and service to best meet the needs of our students and community/employer partners. The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President Academic facilitates experiential learning and career development opportunities across the institution. Working in collaboration with Deans, AAU Heads, faculty members, Program Committees, and student services units across campus the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning across all faculties.

Our unit is comprised of two distinctive departments, both reporting to the Executive Director, Experiential Learning. **Co-operative Education & Workplace Partnerships (CEWP)** is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships), and solidifying employer relations and partnerships. **Career Development & Experiential Learning (CDEL)** stewards the integration of both career and experiential education into curricula along with the delivery of career development services and supports for students across campus as well as alumni, mainly during their first year after graduation.

B. Goals and Objectives of Reporting Year

The Office of Experiential Learning (OEL) and its two departments, CEWP and CDEL, support all five of UWindsor's strategic priorities by working towards related goals, outlined in our previous annual reports, and still guiding our work today:

1. Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their career goals.
2. Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.
3. Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.
4. Act as a resource and lend expertise to faculty and staff who provide, or would like to provide, students with experiential learning opportunities or support their career development inside and outside the classroom.
5. Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.

C. Successes

Office of Experiential Learning

Moving into new space in JEC and returning to campus

With COVID-related supplier delays, our move into JEC (old WFCU bank) kept shifting but in mid-March 2022, the Office of Experiential Learning and Co-operative Education staff finally moved into the new space. Returning to campus after working from home was anxiety provoking for some but exciting for most. The ability to showcase our new modern space to students and employers, with more room to interview has been wonderful, especially at a time when students needed an increased amount of room bookings for remote interviews. The staff are truly grateful for the more professional work environment and increased employee and team satisfaction has been observed.

UWinCity Partnership Project

Involved within a working group assigned to explore the potential for an official partnership with the City of Windsor and our institution. We took part in an internal and external scan and the group is now working on a draft final report of its findings. Experiential learning is highlighted as one of the ways the partnership could be of benefit.

Professional Development Workshops on EDID

We contracted two University of Toronto Experiential Learning staff with expertise in EDID to deliver a workshop on Inclusive Curriculum Design. During the session there was unlearning and relearning of how to deliver our programming with an EDID lens. In addition, there was practical application where we looked at some of the resources we were using and reimagined them with our new learning. Additionally, we invited Marium Tolson-Murty to speak to our entire unit on the topic of becoming an Anti-Racism Practitioner in June of 2022. These are small but important steps toward our continued evolution to ensure we keep EDID top of mind as we deliver programming and services.

Communications Coordinator hired

Communicating our story has been a significant challenge for us for many years as documented in previous annual reports. In March 2022, we hired a communication coordinator who is able to help share how EL contributes positively to the student's university experience and how our career-ready students and alumni can bring value to virtually any organization that hires them. The first projects include an overdue revamp of all three of our unit's websites, brochures, and an intentional social media strategy.

Strategic Priorities kept us focused

As we wait for the institution's strategic plan, our leadership team put together, with input from the entire team, strategic priorities that would allow us to stay focused and not take on project work that does not fit within our mandate and priorities. Despite a busy year we were able to use our identified priorities as a guidepost and make headway on many of them.

Secured SWPP funding in 2021-22 for experiential learning opportunities across campus

Our office led the campus-wide organization, coordination and reporting of Work-Integrated-Learning opportunities that were eligible for federal funding through the Student Work Placement program. \$6,530,636.31 was secured through Magnet for almost 3,000 on-campus placements spanning almost every unit and department. In addition, \$155,385.29 was secured through Technations' Career Ready program for co-op student placements across campus which helped an additional eight university departments, plus our own co-op department, to subsidize the hiring of 22 co-op students on campus. This was the last eligible term that post-secondary institutions could be considered an employer of record as part of the pandemic exception. In total \$ 6,686,021.60 of funding was received for the 2021-22 academic year which has had a tremendous impact on both students and departments.

Career Development and Experiential Learning

Launch of WECAP for FAHSS students

The Windsor-Essex Career Apprenticeship Program (WECAP) is a partnership between the University of Windsor and Invest WindsorEssex, made possible by funding support from the Canadian Career Apprenticeship Initiative. The program is open to students graduating from the Faculty of Arts, Humanities and Social Sciences (FAHSS) undergraduate disciplines who are ready to enter the workforce in the spring/summer after they finish classes. Candidates participate in a competitive application and interview process with support from CDEL. Successful students who receive a job offer to become an apprentice with a participating WECAP employer embark on a one-year paid, professional experience that provides mentorship, skill development, and the ability to contribute to the growth and development of a local organization. Participating employers were reimbursed for the first two and last two months of the apprentice's first year of salary to a maximum of \$16,000. In its first offering in 2021-22, three apprentices were placed with two local employers and are expected to complete their apprenticeships in April, 2023.

The learning and feedback from participating employers, students, and alumni as well as the experiences and observations of the staff involved will be applied to developing a second iteration of the program for 2022-23 with apprenticeships to begin in May or June of 2023. The overarching goal of any changes to processes developed in 2021-

22 would be to increase participation levels and ensure that both the employers and student applicants have a clearer understanding of the program's goals and how FAHSS graduates can and do add valuable skills and perspectives to the workplace in all sectors.

Overall Engagement in CDEL Programs and Services

The CDEL team and its variety of programs and services engage a significant portion of the UWindsor student population. Highlights from the 2021-22 reporting year include:

- The 3,940 attendances at CDEL workshops (2,613) and appointments (1,327) were completed by 2,033 unique students, suggesting that many students engage with CDEL core career services multiple times.
- 1,722 jobs, 1,348 of which were unique job, were posted by CDEL on the Career Job Board (excluding Co-op, Ignite, VIP-CSL, and Odette-exclusive postings). These job posting were on behalf of over 400 organizations, and received 53,200 unique views.
- Estimated number of attendances at presentations delivered in classes or at special events reached over 4,000.
- Facilitated 756 co-curricular placements in CDEL program offerings (70 VIP-CSL, 88 Job Shadow, and 567 Ignite students) and provided support to the process and/or development of an additional 68 curricular placements within FAHSS part-time internship and field experience courses.

Workshop Engagement

With 2,613 attendances by 1,451 unique attendees at 157 workshops delivered by CDEL, we had a record-breaking year for workshops! This was a 41% increase over last year and we outpaced our previous record (2019-20) by 74 attendances with 15 fewer workshops. The most engaged students tend to be international students and graduate students, which combined represent approximately 2/3 of attendees. Approximately 2/3 of the attendances are by students or recent alumni from programs in the Faculty of Engineering or Faculty of Science. That said, this high level of engagement and significant increase over last year, when workshops were also entirely online, can be attributed to the increased local presence among international students, the online workshop format, and no restriction on registration based on the number of seats available in a physical space.

Appointment Engagement

1,327 career advising appointments were delivered to 753 unique students or alumni, representing a 16% increase in appointment attendance over 2020-21. This increase can be almost entirely attributed to the 242 peer-delivered appointments. If we only count scheduled appointments with professional staff, appointment attendance was almost the same as the previous reporting year. However, if we compare this same subset of appointments to the 2019-20 data (1,321 appointments), this represents a decrease of approximately 18%. This may be partially a result of being short one career advisor for several months but may also be a signal that engagement in 1:1 career advising appointments has not yet returned to pre-pandemic levels.

Appointment Survey Results

Throughout 2021-22, there were 145 feedback surveys completed by students that had attended appointments and the results were overwhelmingly positive.

- 100% strongly agree that the person they met with was respectful and professional.
- 96.5% extremely satisfied and 2.7% somewhat satisfied with the appointment.
- 95.7% said there were extremely likely to recommend this service to a friend seeking similar assistance and another 3.6% said they were somewhat likely to do the same.
- 96.5% of students that met with a professional advisor strongly agreed with the statement "I felt that my questions or concerns were understood" and 95.7% strongly agreed that "My career advisor was knowledgeable about the career/employment topics we discussed."
- 94% of the students that attended an appointment related to application documents (resume, cover letter, CV, personal statements) strongly agreed with the statement "I feel more confident that I can improve my application documents"

- 93.4% of those that met with a professional advisor for an application-focused appointment topic answered “yes” when asked if they feel they could more effectively recognize and articulate skills they have developed through their academic program that will allow them to gain meaningful employment in the future.
- Students that attend a scheduled appointment with a professional advisor are also asked to choose from a list of 11 words to pick one that best describes how they were feeling before and then after the appointment. They also have the option to choose Unsure/Don’t Know or Other and write in another word not on the list. See word cloud to display results.

Before Appointment



After Appointment



PASS Program Involvement – FAHSS

Pathway to Academic and Student Success (PASS) is a 12-week support and retention program coordinated by the FAHSS Academic and Student Success office. PASS is designed to help undergraduate students, who have been deemed at risk or are on academic probation, achieve academic success through weekly skill building workshops and activities. As part of the program, CDEL developed a series of skill- and career-focused activities, including career and degree exploration workshops, one-on-one career assessment appointments, and a culminating career roundtable discussion to assist in the development of short- and long-term academic/career goals and action plans. Students commented on the value of the career portion of the program, indicating that it would be greatly beneficial for all students to engage in the career exploration series to better assess their academic and career objectives.

Co-operative Education & Workplace Partnerships

High student satisfaction for students on work term

In the last reporting period, we launched a work term satisfaction survey. We are now collecting information each term as to how our co-op and internship students feel their work term experience went and have them rate it from Completely Dissatisfied to Completely Satisfied on a 10-point likert scale. Students also have the opportunity to share relevant details that help inform our staff about the organizations where the students work. The average satisfaction score for this reporting period was 9.16 out of 10. This is a testament to our employer partners and the work they put in to help mentor and train our students as well as our staff for ensuring a strong work term experience which includes work term assessments and monitoring.

Hired a new team member dedicated to our STEM students unique career needs

In the Winter 2022 term, we hired a Work-Integrated Learning Coordinator with a focus on STEM (Science, Technology, Engineering and Math). Ensuring our STEM students were competitive within the recruitment process required a new set of skills our existing complement of staff did not have. By having a dedicated coordinator for STEM, we were able to add programming dedicated to our STEM students on subjects such as technical interviewing and how to highlight technical skills on a resume as a junior, intermediate, and senior student.

Awarded 3 Rising Star Student of the Year Awards

Our Rising Star award recipients included Amilio Acampora, a B.Comm student who worked for Libro Credit Union, Gabriela Peralta Milla, a computer science student who worked as a Junior Software Developer at MiTek Canada, and finally Sandra Guido, a mechanical engineering student who completed her work term at Flex-N-Gate. Each year we award one student in co-operative education or a paid internship a Rising Star Award. The award gives recognition to one or more co-op or internship students each year/term who have made a unique contribution in the workplace and who have done an exemplary job of representing the Cooperative Education and Workplace Partnerships department within the broader community.

Pictured below our Rising Star Award Recipients



Employer Appreciation & Recognition

We once again recognized employer partners with our 2021 employer award. The recipients were as follows:

New Co-op/Internship Employer Partners of the Year 2021

Loblaw Companies Limited
Ceridian

Co-op/Internship Employer Partners of the Year 2021

WDBA (Windsor-Detroit Bridge Authority) (4th year in a row)
Nokia (2nd year in a row)
Active Body Physical Therapy
City of Windsor
GeoTab Canada
SAP
Valiant TMS

Unsung Hero of 2021 Award

Centre for Teaching & Learning



The partnerships we hold with employers allow us to be successful and we enjoy celebrating those important relationships and to give recognition and appreciation for the mentorship and dedication they provide to our students.

We also bestowed supervisors with awards. Students are able to nominate their supervisor each term. The committee narrowed down the three selected recipients from hundreds of nominations. Winners for 2021 includes supervisors from Schlegel Villages, Centerline Ltd and Flex-N-Gate.

D. Challenges

Office of Experiential Learning

Putting a pin in expansion within the GTA

Our hope to establish an "Employer Engagement Team" in both Windsor-Essex region and the Greater Toronto Area with a focus of generating new high-quality partnerships with employers had to be put on pause during the pandemic. With many offices stretched for time, for inbound sales calls and their staff working from home, we are holding off on re-introducing this concept until we better assess how we would engage with new potential employers post-COVID.

mySuccess

The mySuccess database (based on the Orbis Outcome platform) we use for much of our work is a robust tool with a lot of potential, but it has grown and evolved by leaps and bounds since we first launched it in 2009 and our ability to resource it and use it to its full potential has not kept up with the pace. Time, people, and expertise are required to evaluate the current state, identify gaps and possible system improvements, and then address them. In its current state, mySuccess is not supporting our workflows or creating as many efficiencies as it could.

Career Development & Experiential Learning

Jobs/Employers

Our staff are struggling to keep up and respond to the demands of employer engagement in a post-COVID world. Online options have increased engagement by employers, especially those outside the region, that normally would not have dedicated resources to a recruitment campaign at UWindsor. This can be seen by the 38% increase in number of jobs posted and the 210% increase in the number of employer networking events that we advertised on the career events calendar but did not host ourselves. However, this increased demand is stretching our limited resources and the process needs to be rethought so we can ensure that there is sufficient quality and diversity in the opportunities being advertised or coordinated by our team. Besides the Unifor member that posts the incoming jobs, CDEL has no staff entirely dedicated to employer engagement or developing new relationships and opportunities. We have always relied on the Co-operative Education & Workplace Partnerships employer-facing team to refer their contacts to us when their need can't be met by Co-op and for referrals to come from other campus areas. This is beneficial but given that Co-op programs only exist in a limited number of faculties and programs, it also means that there is minimal active and intentional employer engagement happening with students studying in non-Co-op streams, and CDEL's employer activity is limited to inbound inquiries and existing relationships.

Physical Space

As we look to re-evaluate and adapt our service model and programming to the current state, access to space on campus for large group in-person activities has become a challenge. Our training room has a capacity of approximately 20 people, but our workshop attendance numbers often exceed that and any employer networking event we aimed to host on campus could not be accommodated in our space. As we look to provide more opportunities for students and employers to network, the lack of space for large gatherings is a limiting factor.

Identity and Communication

It's often a challenge to get the word out to students about CDEL and the programs and services it offers. Our engagement numbers are impressive, but not balanced across campus. They are heavily concentrated on international and graduate students in Science and Engineering disciplines, as those are the groups that tend to seek out our services. It is difficult to find outlets to reach out to new students that have yet to engage and inform them of the value they will find. Another related challenge is when employers are looking to recruit or connect with students from specific demographic groups (e.g., Black students or students with disabilities). We are limited in the ways we can get the word out to all students, let alone those from specific groups.

Canada Summer Jobs

We claimed \$135,174 in funding for 42 positions through the 2021 Canada Summer Jobs program. COVID-19 flexibilities were still in place and supervisors were able to have students work part-time hours and/or extend the placement beyond the summer period. In 2022, flexibilities were removed, and positions were required to be full-time hours (30+ hours per week) and limited to the summer. We were awarded \$82,725 in funding for 40 positions included in the application submitted in January 2022 for Summer 2022 Canada Summer Jobs. Ultimately, we only hired for 30 (75%) of the roles and claimed \$56,698 (69%) of the funding. The required compliance, paperwork and payroll reporting has been challenging to navigate with supervisors. If CDEL is to continue to own this process for 2023 program, we are looking at implementing mandatory sessions to understand compliance requirements prior to applying, and require a second session/appointment if approved to understand the processes for required paperwork and payroll reporting.

Co-operative Education & Workplace Partnerships

Procedures, tools, and resources available from Registrars and Cashiers office

We continue to face challenges with our inability to directly access accurate and customized reports of students' Academic Standing, Financial Eligibility, and registration into courses through UWinsite. Despite working steadily in

collaboration with Registrars and the Cashier's office, we need to manually track and audit data which is extremely labour-intensive and leaves room for error. Not being able to self-serve, as we were able to in the past with Crystal Reports, also puts a strain on the human resources within Registrars as there is a fluidity to what we do that requires a lot of back and forth with their staff that can't always be timely due to lack of staff available in Registrars. In addition, our fee schedule for co-operative education students does not fit into the product's existing framework, so the collection of fees is completed through a manual process between our office and the Cashier's office. UWinsite has been our greatest challenge to date, and we would like to advocate for more resources for both departments (Registrars and Cashiers) to be able to better handle the competing demands they are often faced with which makes it hard for them to always prioritize our unique issues as quickly as we are faced with them.

Employer-facing systems, outreach, and engagement

As we are back in person, more employers are excited to come to campus to put on networking, informational or branding sessions as part of their recruitment strategy. As we have an increased volume of students and many with high needs, our team is stretched to meet the new demands of employers post COVID. We need more systems and tools to automate the employer interactions, outreach, and engagement. Exploration of what tools and resources needed will also become a future initiative to try to overcome this challenge and ensure our UWindsor co-op and internship students have access to employer partners.

Large Increase in enrolment for international course-based Master of Applied Computing program

Due to COVID-19 deferrals and high demand for the program, the Master of Applied Computing program enrolment increased at a dramatic rate during this reporting period. Part of the program is a final term on internship or a campus project. The expectation is that all students (or almost all) try to obtain an internship, and if not, they default to a campus project to graduate. International students require an increased service level which has made each element of programming for this group stretched. Fortunately, the students have done well in Transform and have been in demand in industry, so we have seen amazing placement results, however, monitoring the numerous additional placements with the same number of staff has been challenging. During each work term our staff complete a mid-term check in with students and their employers to ensure there are no issues. Completing this many work term assessments will require us to re-think how they are conducted and how many must be done electronically rather than in-person which was previously our preference.

Classroom/workshop availability for our programming

During our mandatory job readiness course, as well as prior to students competing for jobs, we have workshops which students need to attend as part of the curriculum. This includes important elements of co-op such as resume and cover letter writing, interviewing and rules of the job competition. Each term we struggle to find space to fit the size of our growing program and space is confirmed very late because classrooms have to be set prior to any open bookings. This leaves little time for back up plans if the rooms don't come to fruition for us and often requires our staff to offer double the number of workshops with the size of the leftover classrooms being too small. This time could be used in better ways to help students individually. Dedicated space for programming seems like a lot to ask but is what is required for us to put on quality programming for our students who have paid fees for service. Virtual workshops during COVID were tried but we find the in-person element for these topics to be most effective.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

All five UWindsor strategic priorities guide our goals, objectives, services, and programming:

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
4. Engage and build the Windsor and Essex County community through partnerships.
5. Promote international engagement.

Goals	2021-22 Highlights	UWindsor Priorities
<p>Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their goals.</p>	<p>OEL</p> <ul style="list-style-type: none"> Led coordination of UWindsor’s 2021-22 Student Work Placement Program submission (\$6.68M funded) for over 3000 placements across the university campus <p>CDEL</p> <ul style="list-style-type: none"> Offered a series of career and degree navigation workshops, assessments, and appointments to at risk/AP students through the FAHSS PASS Program to assist with career exploration and retention. 	<p>1, 4</p>
<p>Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.</p>	<p>OEL</p> <ul style="list-style-type: none"> Supported faculty submissions to CEWIL for iHub funding <p>CDEL</p> <ul style="list-style-type: none"> Launched a pilot of the Ignite program for Summer 2021 hiring Launched WECAP for FAHSS graduates which provides paid, professional experience, mentorship, and skill development with a local employer. Coordinated two wage subsidy applications resulting in increased funding 96.5% of students who completed our post appointment survey were extremely satisfied and 2.7% somewhat satisfied with the appointment. Continued to support curricular EL <p>CEWP</p> <ul style="list-style-type: none"> Launched VMock AI software for competitive resume and LinkedIn profiles for co-op students Hired Work-Integrated Learning Coordinator who specializes in STEM to assist with technical interview prep and career-readiness for students in STEM fields 	<p>1, 2, 4</p>
<p>Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.</p>	<p>CDEL</p> <ul style="list-style-type: none"> 38% increase in number of jobs posted and the 210% increase in the number of employer networking events that we advertised on the career events calendar CEWP Retained new graduate talent in the Windsor-Essex regional labour market through three full-time career apprenticeship placements as part of WECAP. <p>CEWP</p> <ul style="list-style-type: none"> Highlighted 10 employer partners by recognizing them with Employer of the Year Awards for 2021 which included social media posts and a DailyNews article Averaged above a score of ‘9’ for our work term satisfaction survey which was completed by students at the end of their industry experience each term 	<p>1, 2, 4, 5</p>

<p>Act as a resource and lend expertise to UWindsor faculty and staff who provide, or would like to provide, students with experiential learning (EL) opportunities or support their career development inside and outside of the classroom.</p>	<p>OEL</p> <ul style="list-style-type: none"> Ongoing communication with faculty and staff of new EL funding opportunities (SWPP, iHub) <p>CDEL</p> <ul style="list-style-type: none"> Increased funding available to faculty and staff to hire through Ignite and federal and provincial wage subsidy programs <p>CEWP</p> <ul style="list-style-type: none"> Worked closely with the School of Computer Science on an action plan for the large increase in Master of Applied Computing students due to COVID deferrals and new summer intake of students 	<p>1, 2, 3</p>
<p>Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.</p>	<p>Unit Wide Initiative</p> <ul style="list-style-type: none"> Co-op and CDEL staff attended multiple workshops focused on EDIDA OEL, Co-op and CDEL staff volunteer to serve on numerous committees within the university, provincially and nationally.) 	<p>3, 4</p>

B. Future Actions/Initiatives

Moving forward with intention

There continues to be many funding opportunities and university-wide initiatives ongoing, as well as a demand for experiential learning, leaving no shortage of incoming projects and tight deadlines. We established key priorities for our area that serve our core purpose so we can be more intentional with the time spent and to help guide us to develop better boundaries and bring us back to working toward best serving our students. We look forward to our university’s strategic plan which will allow us to re-examine our priorities and ensure they align with the new strategic direction.

EDIDA focus

We have identified the need for more resources and programing to ensure we are inclusive. We started this work during this reporting period with PD for all staff including two workshops. We have also taken steps to begin to update our resources throughout both departments and continue to look at how to offer differentiated services.

Co-op entrance scholarships with EDIDA in mind

Co-op can be seen as a systemic barrier whereby only students who have funds to pay fees or have been in a privileged position to earn higher entrance grades based on socio-economic status, are able to enroll. To help break this barrier we are looking to start a scholarship fund that will allow students who might not have participated in co-op due to finances or grades to participate. We have begun preliminary discussions with finance and the awards office and are working on creating an endowment that will fund the scholarships.

SWPP to Fund Summer Ignite

Approximately \$475K of the 2021-22 SWPP funding reimbursement was for positions that were part of Ignite Work Study. Prior to 2021, Ignite was only offered in Fall and Winter. We piloted a successful Ignite Summer in 2021 and decided that the \$475,000 reimbursement shall be placed in a trust account and earmarked to offer approximately \$150K in Ignite funding for a Summer Ignite cycle in 2022, 2023, and 2024. This will help to provide additional experiential learning opportunities to students studying on campus in the summer and/or planning to return to studies in the fall.

Hybrid service delivery and assessment of services and programs

With increased on-campus presence by both staff and students, CDEL will be focusing on updating and evaluating our service models and offerings for 2022-23. We do not plan to go back to the way things were always done pre-pandemic

nor do we plan to keep everything offered only in online/remote formats. The challenge and goal will be to strike a balance that will offer high-quality and impactful engagement opportunities while at the same time offering flexibility for the staff, students, alumni, and employers they serve. Ensuring that decisions and changes are informed and based on data will be paramount, so a future focus for 2022-23 will be to review processes and coordinate touchpoints for collecting data and feedback from our stakeholders.

Enhancing support for co-op/internship students while on work term

In addition to the learning objectives students must complete in the first two weeks on work term, the mid-term check-in and final evaluation that we conduct, we are looking to further enhance how we support co-op and internship students while on work term. Data from a large employee experience survey found that one of the strongest drivers of employee engagement was sense of belonging (2021 Employee Experience Trends). NSSE data also reported that sense of belonging positively related to engagement and student development (Kinzie, McCormick, & Gonyea, 2022). Knowing that our students seek a sense of belonging, we want to nurture that while they are experiencing the workforce, for some of them, for the first time. We are looking to add a work term launch event prior to their departure, where they can learn where other students will be living and working, in the hope of creating some supportive networks. In addition, we are looking to offer lunch time sessions on professional development topics that would be useful to their development at the organizations where they will be working.

Launch of in-house Pre-Transform workshop series on Communication Skills

For many years the co-op office has outsourced a workshop series on communication skills that is taught to internship students in the Master of Applied Computing (MAC) program in their first term of study. The extra programming allows for the international students to be stronger in necessary skills to be successful in our job readiness program and when competing against other students in the job market when seeking an internship. With the increase of MAC students, and the facilitator working on a sliding scale based on enrolment, it has become too expensive to move forward in the same way. We are looking to move this to an offering that our in-house team can provide which would allow for more control over program elements and how they connect to our job readiness program as well as decrease costs.

Collaborating with FAHSS on a new co-op option for one or more FAHSS programs

Co-operative education is a huge driver of enrolment. It would be ideal for our Faculty of Arts, Humanities and Social Sciences to have one or more of their programs to have a co-op option to stay competitive with what other schools in Ontario and Canada offer. We have begun dialogue with FAHSS to identify a program where there is industry demand. We hope to be able to move forward with a new program that allows students to gain experience through work-integrated learning while they obtain their degree.

C. Recommendations for Senate consideration (if any) – N/A

APPENDIX A: CDEL Figures and Tables

Experiential Learning Programming

Table 1.1: Ignite - Work Study

Ignite - Work Study	2018-19	2019-20	2020-21	Summer 2021*	Fall 2021-Winter 22
Students Hired	447	507	463	219	567
Positions Requested (full year or one-	880	608	664	291	664
Positions Approved (full year or one-	386	471	484	215	505
Dollars Awarded	\$900,000	\$892,000	\$822,000	\$430,000	\$954,000
Supervisors	119	132	120	89	142
Departments	50	62	53	47	53
Unique Jobs Posted	196	219	242	128	265
Dollars Reimbursed to Hiring Budgets	\$773,758	\$795,874	\$667,675	\$346,387	\$822,934

*Summer 2021 was a pilot with the first ever Summer Ignite funding being offered

Table 1.2: Breakdown of Hired Ignite Students by Visa Status and Degree Category

Degree Category	2018-2019	2019-20	2020-2021	Summer	Fall 2021-
Undergraduate (International)	30	52	48	22	47
Graduate (International)	51	38	54	11	84
Undergraduate (Domestic)	299	368	307	143	377
Graduate (Domestic)	67	49	54	40	60
Total Hires	447	507	463	216	568

Table 1.3: VIP - Community Service Learning

VIP - Community Service Learning	2017*	2018-19**	2019-20	2020-	2021-
# of Placements	301	53	111	75	70
# of Unique Organizations	109	29	38	22	40
# of Students that Completed Program	245	49	95	62	67
Complete Rate	81%	92%	86%	83%	96%
Min. Hours Contributed (40	9800	1960	3800	2480	2680
Actual Hours Contributed****	N/A	N/A	3894*****	3059	2813

* Program was called Volunteer Internship Program and there was no requirement for students to apply their academic knowledge in the community placement. **Old model in W18, program on hiatus S18, and amended model and new name launched for F18.***Program did not run in S20. Lack of student interest and available online roles (no in-person due to COVID-19). ****In W22, requirement for students to apply their academic knowledge in the community placement was removed to increase enrollment in response to impact of COVID-19. *****In W20 students were not able to finish all placement hours due to the stay-at-home order in late March 2020.

Table 1.4: Curricular Internships Developed or Coordinated

	2018-	2019-20	2020-21*	2021-22
DRAM-3980/DRAM-3990. Internship I/II: Arts Management	10	5	4	0*****
CMAF-3990. Internship I / CMAF-4990. Internship II	18	19	5***	20
SACR-4670. Criminology Professional Development Practicum	12	N/A**	0*****	15
EDUC-8930. Educational Research Internship	26	25	27	0****
VSAR-3800. Visual Art Internship	22	5	4	5
Total Placements	88	54	40	40
Unique Organizations	43	35	24	36

* No placements in S20 due to COVID-19 **Professor on sabbatical, course not offered. ***CMF department did not offer these courses in F20. **** CDEL support no longer required to secure placements. *****Course was not offered in W21 due to lack of online placements available *****Departments did not offer these courses S21-W22.

Table 1.5: Additional Direct Supports Provided to Curricular Internships

	F18 for W19	F19 for	F20 for W21	F21 for W22
PSYC-4280. Practicum in Developmental	6**	13	12	9
PSYC-4290. Practicum in Psychology ***	19	35	19	12
History-4810. Public History Practicum****	6	4	0	7
Total	25	52	31	28

*Support by conducting interviews and recommending students and placement matches to professor. Supports placement development upon request. Number of placements confirmed by professor unknown. Number above = interviews conducted. **Professor on sabbatical, course ultimately cancelled while interviews in progress ***Support by conducting interviews and recommending student candidates and placement matches to professor. Numbers indicate the number of interviews conducted. Number of placements confirmed by professor unknown. **** Supports by coordinating MCU insurance process. Numbers indicate number of placements insured.

Table 1.6: Job Shadow Experience

	2019-20	2020-21	2021-22
Number of individuals that offered to host	44	44 (17 F + 27 W)	88 (34 F + 54 W)
Number of organizations represented	24	33 (16 F + 20 W, some	30 (12 F + 18 W,
Number of matches made	55	75 (31 F + 44 W)	125 (48 F + 77
Number of placements	50	68 (29 F + 39 W)	119 (48 F + 71

Career Development Workshops, Presentations, and Appointments

Table 2.1: Summary of Workshop Attendance by Delivery Type and Topic

	Offered	Attendanc	Average
CD&EL Core Workshops			
Resume, Cover Letter (intro, advanced, combo)	50	971	19.42
Interview Skills (intro, advanced, combo)	30	450	15.00
Interview Skills (Professional School)	3	26	8.67
Job Search (intro, advanced, combo)	33	426	12.91
Preparing for the Job Fair	0	0	N/A
Social Media	15	171	11.40
Personal Statements (for Grad and Prof School Apps)	4	34	8.50
Core Workshop Subtotals	135	2078	15.39
Targeted Workshops			
Propel Grad PD Sessions (various topics)	12	266	22.17
ISC - Canadian Workplace Expectations	2	35	17.50
ISC – Part-time Jobs in Canada	2	92	46.00
Are You Ready For Your First Nursing Job?	2	78	39
Faculty of Ed – Resume & Interview Prep for Career Fair	1	39	39
Faculty of Science – USci Careers in Science Week	3	25	8.33
Targeted Workshop Subtotals	22	535	24.32
Grand Total (All Workshop Types)	157	2613	16.64

Table 2.2: Workshop Attendance by Faculty and Degree Type

Faculty	Total	% of Total	# Unique	# Unique	# Unique
Faculty of Education	98	3.75%	71	29	42
Faculty of Engineering	1268	48.53%	643	455	188
Faculty of Human Kinetics	32	1.22%	26	10	16
Faculty of Nursing	94	3.60%	80	9	71
Faculty of Science	502	19.21%	279	145	134
FAHSS	257	9.84%	173	41	132
Odette School of Business	345	13.20%	170	138	37
Law	11	0.42%	7	1	6
Unknown	6	0.23%	2	N/A	N/A
Grand Total	2613	100.00%	1451	828 (57%)	621 (43%)

Table 2.3: Summary of Faculty and Club Presentations

Faculty	# Presentations	# Students*
FAHSS	20	488
Engineering	7	2429
Science	1	25
Nursing	4	432
Education	3	111
Medical	1	30
Human Kinetics	0	45
Other (club/department/orientation)	6	690
Total	44	4250

* # of students are estimated attendances based on class enrollment numbers from professor or actual count

Table 2.4: Summary of Appointments Attended by Topic

Topic	2020-21	2021-22	% Change YoY
Career Planning / What Can I Do With My Degree?	108	117	8%
Considering Further Education or Letters of Intent	86	144	67%
Cover Letter, Resume & CV	541	399	-26%
Interest Testing	19	22	16%
Interview Prep (job or professional school)	72	71	-1%
Job Search	36	49	36%
Mock Interviews	172	177	3%
LinkedIn Profile Critique	49	43	-12%
Unspecified or Onsite in Faculty Space	0	63	N/A
Drop In	61	242	297%
Total	1144	1327	16%

Table 2.5: Summary of Appointments Attended by Visa Status and Degree Type

n=1327 appts	% of Total 2020-	# Appts Attended	% of Total 2021-22	YoY Trend
International	46.3%	596	44.9%	Stable
Citizen/PR/Ref	52.3%	713	53.7%	Stable
Unknown	1.4%	18	1.4%	Stable
Grad & Doc	47.7%	592	44.6%	Stable
Undergrad	49.8%	710	53.5%	Stable
Med School	2.4%	25	1.9%	Stable

Table 2.6: Summary of Appointments Attended by Faculty

Faculty	2020-21	2020-21 Ratio	2021-22	2021-22 Ratio	YoY Trend
Engineering	399	34.9%	450	33.9%	Stable
Science	297	26.0%	313	23.6%	Stable
FAHSS	274	24.0%	374	28.2%	Stable
Business	53	4.6%	39	2.9%	Stable
Education	70	6.1%	72	5.4%	Stable
Human Kinetics	12	1.0%	28	2.1%	Stable
Medicine	28	2.4%	25	1.9%	Stable
Nursing	11	1.0%	24	1.8%	Stable
Law	0	0.0%	2	0.2%	Stable
Unknown	0	0.0%	0	0.0%	Stable
Total	1144	100%	1327	100%	

Job Postings and Networking Fairs

Table 3.1: Fair Events Summary

Fair	Timing	Exhibitors	Attendees
Graduate & Professional Schools Fair	Fall 2021	24	34 students at 12 sessions
Faculty of Ed Career Fair	Jan. 2022	39	Unknown
Total		63	

Table 3.2: Summary of mySuccess Job Posting Activity

Type of Employment	2020-21	2021-22	% Change	Unique	Unique	%
Contract	190	174	-8%	165	146	-12%
Full-time	676	1000	48%	542	784	45%
Graduating Student	38	44	16%	37	39	5%
Intern	28	38	36%	28	38	36%
On-Campus (Ignite not)	20	56	180%	20	55	175%
Ongoing or N/A	0	6	N/A	0	6	N/A
Part-time	150	211	41%	89	124	39%
Summer	100	169	69%	84	139	65%
Volunteer	15	24	60%	12	17	42%
Total	1217	1722	41%	977	1348	38%
# Unique organizations				302		36%

Table 3.3: Employer Networking Events

Event Type	2020-21	2021-22	% Change YoY
Off-Campus (advertised only, hosted by employer)	31	96	210%
On Campus (hosted exclusively for UWindsor students)	32	18	-44%
Total	63	114	81%