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Innovating to Help the Students of FMHC Transition Into the Real World

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Design Thunk

INNOVATING TO HELP
THE STUDENTS OF
FMHC TRANSITION
INTO THE REAL WORLD

Bee Fink | Leo Brisita | Kate Hubbard
Alex Broek | Kelsey Bredeweg | Reilly Olson

Opening Letter from Team Design Think

Dear Reader,

We appreciate your interest in our team, and all of the work we put into creating a solution for the future leaders of the Frederik Meijer Honors College. Over the span of four months, we conducted hours of research, interviews, team collaboration, thinking critically, prototyping, and designing. Through this portfolio, an overview will be provided of how we developed our final innovation to assist students of the Frederik Meijer Honors College to comfortably transition to life after Grand Valley.

We would like to express how grateful we are to our professor Linda Chamberlain for guiding us through the Design Thinking process, and to our fellow classmates, collaborators, and stakeholders who were a major part of journey. Without all of these people, we would not have been able to develop a prototype so meaningful to our team, the Honors College and its affiliates.

Sincerely,

Team Design Think

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Design Brief

Background:

The Frederik Meijer Honors College is an academically rigorous program within the Brooks College of Interdisciplinary Studies. The goal of the Honors College “is to inspire and empower motivated students to be intellectually curious lifelong learners who make positive contributions to their local and global communities and serve as capable leaders and active global citizens” (“Grand Valley”, 2018). The students enrolled in the Honors program must first demonstrate a high level of achievement and academic standard before being accepted. Due to their demonstrated level of success, the students of FMHC are provided a more rigorous curriculum than the non-Honors General Education programs set for non-Honors Grand Valley students. Rather than going through typical, introductory General Education classes, Honors students are given the opportunity to take a “sequence” course, which covers multiple class requirements. Honors sequences involve interdisciplinary courses that provide students with diverse knowledge and skills they would not acquire in a standard program at Grand Valley.

Along with a modified curriculum, Honors students also have the option to live in Honors specific housing

(Anne Hiskes, NCHC Report 2017; GVSU Honors College). The Glenn A. Niemeyer and Holton Hooker living and learning centers offer convening places for students with similar academic interests to live and learn together. This, along with Honors sequences, allows FMHC students to form unique, close-knit bonds with each other and with Honors faculty. “The living and learning community I have been a part of the last four years has truly been an amazing and nurturing atmosphere. I believe the Honors College has provided an experience that will influence me for the rest of my life” (Anne Balogh, Annual Report 2018).

Frederik Meijer Honors College students make up about 8% of GVSU student enrollment (FMHC Annual Report, 2018). This means that, of the approximately 25,000 GVSU students, 2,000 are Honors students. There are 90 different majors that undergraduate Honors students can declare, which makes the Honors College academically diverse and interdisciplinary (GVSU). Figure 1 shows the disciplinary composition of the students in the Honors College. One-third pursue studies of Math and Science, with the rest being equally distributed between five others:

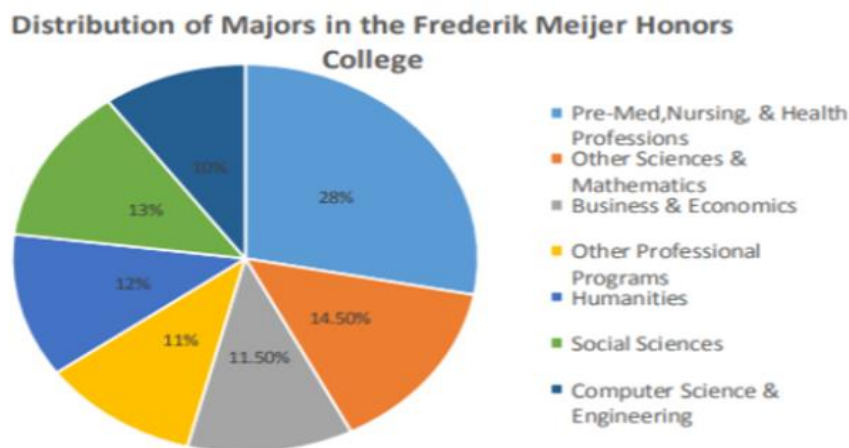


Figure 1. Distribution of Honors Majors (Chamberlain 2017)

Social Sciences, Health Professions, Engineering, Arts & Humanities, and Business. With approximately 2,000 students enrolled in the Honors program with varying majors, it is at best challenging for the College to accommodate for the various needs and career goals of each student.

GVSU has a Career Center, which offers a variety of services. It aids in placing students in internships and fellowships, as well as actual jobs. Students can get advising from the Center if they are having trouble deciding on a major or a career path. In addition, the Center offers help by assisting with resumes and preparation for interviews. The Career Center is available to all GVSU students as well as alumni (Career Center interview).

Table 1. Graduation Rates of Honors Students vs. Students Eligible, but Not In Honors vs. Students in Standard Curriculum (Chamberlain 2017).

Cohort	GVSU 4-yr	Hon elig 4-yr	Hon 4 -yr	GVSU 5-yr	Hon elig 5-yr	Hon 5-yr	GVSU 6-yr	Hon elig 6-yr	Hon 6-yr
2012	~37%	47.0%	60.7%						
2011	35.7%	50.4%	62.6%	~60%	72.4%	81.7%			
2010	34.1%	39.4%	59.7%	60.2%	68.9%	87.3%	~67%	73.9%	90.9%
2009	36.7%	48.0%	65.4%	60.0%	64.9%	85.1%	66.6%	71.7%	87.6%

Compared to the students not involved with FMHC, Honors students exemplify a strong graduation rate. As shown Table 1, participating Honors students have a higher graduation rate than GVSU students who are eligible for the Honors program (and chose not to participate) and traditional GVSU students. This provides the FMHC with the unique opportunity to provide students with resources to ensure successful transition from student-to-adult life.

Table 2. Number of Students that Graduated from GVSU (Class of 2014-2018)

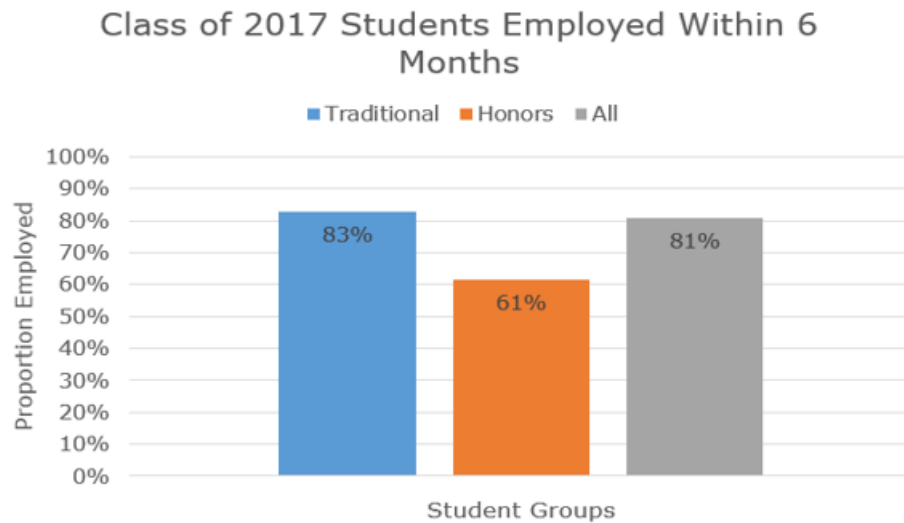
Data on the total number of graduates from 2013-2018, provided by the GVSU Office of the Provost, 9/14/18

Graduated Students

Undergraduates	Total Number of Graduates	FMHC Graduates	% FMHC Graduates
2013-2014	4284	228	5%
2014-2015	4339	249	6%
2015-2016	4376	263	6%
2016-2017	4457	305	7%
2017-2018	4630	352	8%

Despite these statistics on Honors students demonstrating successful graduation rates, they have struggled to find jobs after their time as an undergraduate. As seen in Table 2, the number of FMHC graduates make up less than 10% of the total GVSU graduating class. By looking at the class of 2016-2017 specifically, displayed on Figure 2, we can see that only 61% of Honors students were employed full or part-time within six months, whereas 83% of traditional students from the same graduating class were employed in that time frame. The

Honors College does not have measured statistics on the number of Honors graduates that went on to graduate school.



Data on the proportion of students employed within six months of graduation, provided by the GVSU Office of the Provost, 9/14/18

Figure 2. Proportion of Honors Students Employed Within 6 Months of Graduation

These data exemplify a disconnect between the students graduating from the Honors College and the traditional students of GVSU. Honors students are known for going above and beyond in their studies, so why are they struggling with applying these abilities once they move to life outside of the university? To develop a solution for these apparent issues that Honors students have been facing, the Fall 2018 FMHC Design Thinking Class is utilizing the design thinking process.

Problem Statement:

The Frederik Meijer Honors College of Grand Valley State University strives to mold students into well-spoken leaders. While students of the Honors College find their experience to be fulfilling, and they typically graduate with lifelong memories and skills, there is an opportunity to better prepare them for the transition into the “real world”, whether this be graduate school or the workplace. The time and energy a motivated student would take to discover how to prepare for post-graduation could be devoted to their studies or to other extracurricular activities at Grand Valley. Our goal is to uncover the root of the problem that FMHC students face as they progress and transition to life after college, and then develop the best possible solution.

We will help the students of the FMHC recognize and develop skills necessary to confidently transition to life after leaving Grand Valley.

Ecosystem:

The team stakeholder map related to the team problem statement is shown in Figure 3. There is a wide variety of stakeholders affected by the outcome of our project, as we are solving for current and future Honors College Students. One stakeholder related to Honors College students is the Honors student's family. The guardians of the student want to know that their student is getting a quality education that will prepare them for a professional career, and a more established and successful lifestyle.

Grand Valley State University as a whole holds a large stake in this challenge because FMHC students help to uphold the GVSU academic reputation. The GVSU Career Center has a stake in this challenge as it has abundant resources to aid students in their preparation for life after GVSU, but this does not necessarily matter if students in the Honors College do not take advantage of these resources, and/or the resources available do not address the career aspirations of an Honors student.

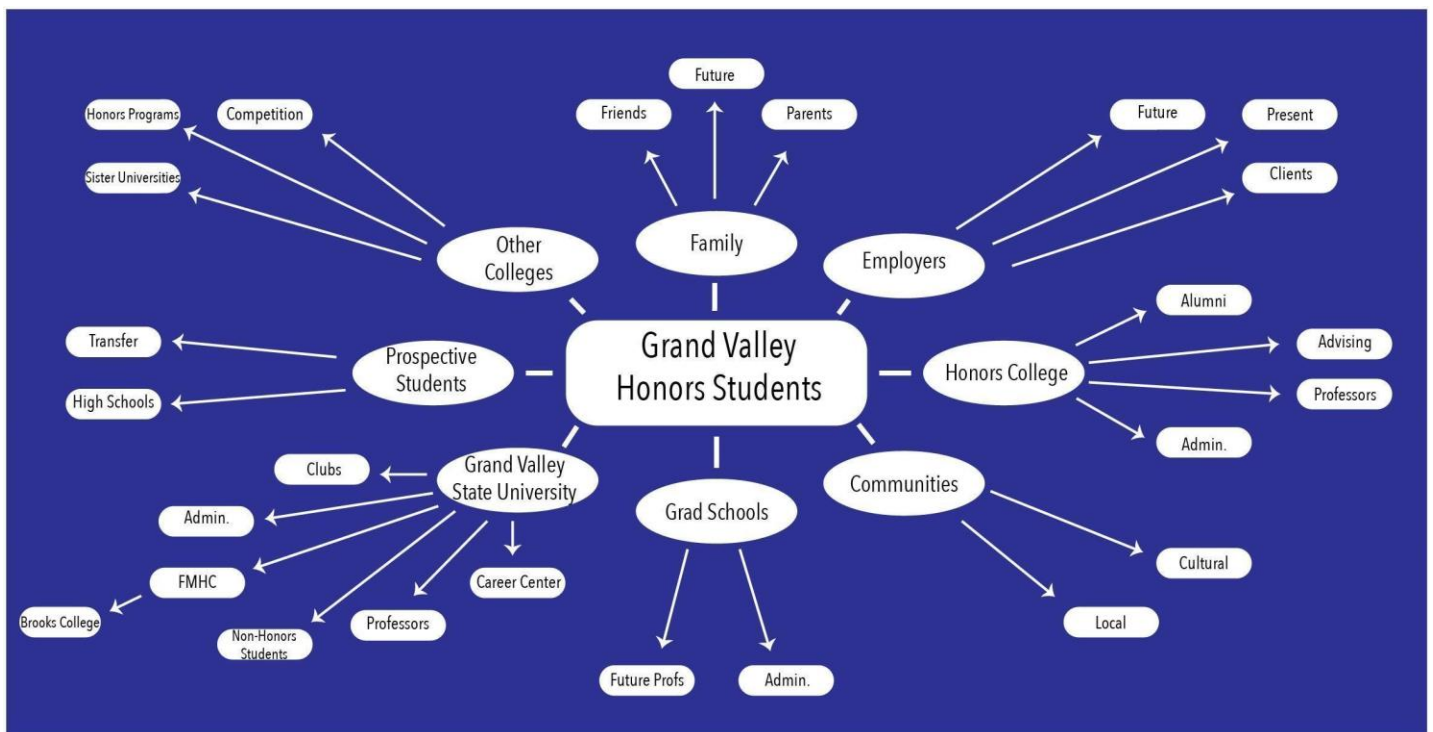


Figure 3. Team Design Think Stakeholder Map

Employers and graduate schools hold a stake as well, because they look for prepared graduates with the skills needed to succeed in their respective fields. If Honors students are more prepared to articulate their skills and apply for opportunities upon graduation, then there will be more potential candidates for future employer and graduate school selection.

Another stakeholder in this issue is prospective Honors students. When choosing a school, all students look to the success of that school's graduates. For example, the higher graduation rate of Honors students shows their exceptional perseverance and work ethic. They

want to enroll with the confidence that they will graduate with a leg up due to the experiences and skills that an Honors College program would offer.

Current and future communities of FMHC students will also be affected by solving the problem statement. If students develop a clear path for themselves when they graduate, it accelerates their abilities to contribute to the communities they become a part of; who in turn will benefit from having ambitious and prepared leaders.

Finally, competitive colleges may be negatively impacted by our solution because it could draw more students to Grand Valley's FMHC. Alternatively, they could be inspired by the improvements made by our efforts and work to make their Honors program more competitive.

Research Methods:

In order to gain insight into our problem, we will utilize the process and structure of design thinking. Through the use of this human-centered approach, we will achieve a deeper understanding of the problem of preparedness that Honors students face as they graduate from the Honors program. We will follow these five steps as we move through this creative problem solving process:

1. **Empathize** - understand the problem from every angle
2. **Define** - analyze the data, interpret it so it has meaning, and plan
3. **Ideate** - imagine, have directed research, think creatively
4. **Prototype** - creatively develop solutions tackling the problem from different angles
5. **Test** - experiment with the prototype concepts, see the cause and effect, and revise accordingly

We plan to gain empathy through targeted interviews with stakeholders involved in the Frederik Meijer Honors College: the faculty, students, the Honors student club ANCHOR, and alumni. The alumni we contact will be both past Honors students and alumni who went through the non-Honors curriculum. We will conduct research with the Brooks College of Interdisciplinary Studies to further understand their involvement with the FMHC, and how they allow students to design their own futures. In addition, through contacting the Honors programs of other colleges and universities, we will gain insight on how other Honors programs prepare their students for life after graduation.

We also will be conducting secondary research by reading articles, journals, blogs, etc. Analyzing these readings will allow us to gain empathy, learn more about our intended audience and competitive career services programming. Data from the interviews will be analyzed and used to deliver a solution to Honor's College students by pairing up with the FMHC and any other affiliate for implementation. We can also compare the insights we gain through our research by affinity mapping to see if there are any obstacles we can prevent ourselves from running into by being proactive and implementing preventative practices.

Constraints:

The process of design thinking, as well as any other development project, will have constraints to work around. A constraint of our team that cannot be changed is our personal experience on the differences between the Honors promise and experience and that of the GVSU general education program. We are all students of the FMHC; therefore, none of us has experienced the traditional Grand Valley program. We also have a limited number of interviews to work with, so we will have a finite source of responses from which to draw our conclusions and solutions. We will face the constraint that our prototypes cannot cause disruption or complications during implementation, i.e. unintended consequences. Another constraint we will face is to conduct our interviews in the best way possible: without our own bias, without leading the interviewee to conclusions, and making the best use of time.

Outcomes:

As fellow FMHC students who are concerned with our futures and those of our peers, our ideal outcome in this challenge is FMHC students have a plethora of dynamic resources necessary to be confident and successful in their transition into the workplace and/or graduate school. Successful transitions can result in growing recognition for the quality of the Honors program and its students with employers, graduate school programs, and future Honors students. Honors College students will be able to enhance their opportunities after graduation. Our solution will relieve the individual student's stress about whether or not they are ready for whatever lies ahead and will help them to build the confidence they need as they construct their own future!

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mybb.gvsu.edu/bbcswebdav/pid-5317662-dt-content-rid-45232946_1/courses/GVHNR313.01.201910/Curricular%20and%20Programmatic%20Observations%20and%20Recommendations%20of%20the%20NCHC%20Report.pdf

Grand Valley State University, <https://www.gvsu.edu/about.htm>

Stakeholder Map

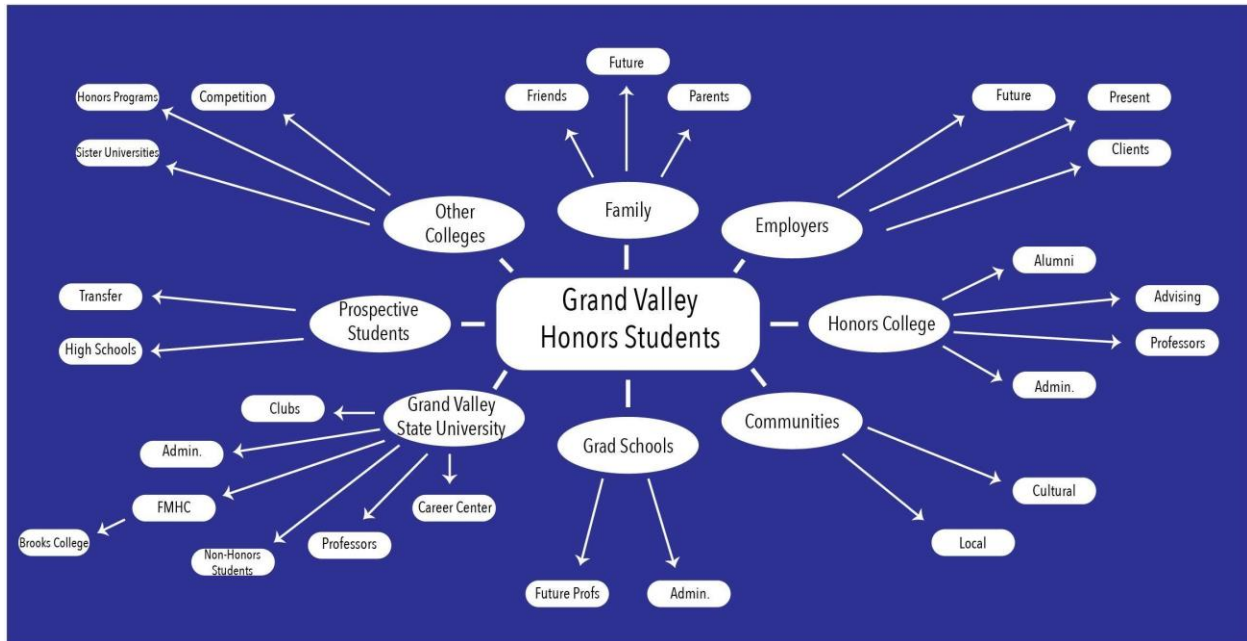


Figure 4. Stakeholder Map

Our stakeholder map is a visual representation of anyone and everyone affected by our problem statement and design challenge solution (Figure 4). This map was used to define the most important people to focus our interviews on, based on who we believed would give the most valuable insights to our project. We put Grand Valley Honors students at the center, as they will be the ones most directly affected. Other stakeholders we focused on for insights were current Grand Valley Honors students, Grand Valley faculty, and FMHC alumni.

Affinity Map



Figure 5. Affinity map

To organize our research, we were able to draw conclusions and see common trends by compiling our insights on an affinity map (Figure 5). We used color-coded sticky notes to separate from which research method particular insight were drawn. Blue were from interviews, red were from research bibliographies, and green were from collaborator debriefs. We then grouped them into categories based on common theme, from which we derived the team needs statements. Some of these broad headings were Career Planning, Value Determination, and Skills Training.

Collaborator Debriefs

The purpose of the collaborator debriefs was to gain real-time insights and feedback from stakeholders during key transitions in the design thinking process. While many stakeholders attended our debriefs, of note were the Director of the Honors College, the Dean and Associate Dean of the GVSU Graduate School, Honors College Advisors, a Brooks College Advisor, Career Center Advisors, a Grand Valley Administrator, and current Honors College students. We presented our refined problem statements, our most recent and valuable insights extracted from our various research sources, and then asked participants pointed questions to provoke feedback and gather more insights. These debriefs were essential for giving us an external point of view on the situation, as well as educate the collaborators on the insights we gathered from our interviews and secondary research.

Collaborator Debrief One

1. Debrief Preparation Articulating and Revising the Initial Vision	
Design Challenge Debrief	<p>Team Problem Statement: <i>We will prepare a solution to help the students of the FMHC be more aware of, and articulate their various skills and disciplines that they have gained, as they transition to life after leaving Grand Valley.</i></p> <p>Key insights:</p> <ul style="list-style-type: none"> ● Integrate more Career Center engagement requirements into courses ● Soft skills, people skills, empathy and building personal relationships ● Finding the right resources for proper guidance
Questions for the Collaborators	<ol style="list-style-type: none"> 1. What should students consider when planning their futures? 2. Where do you believe we should spend more time researching? 3. What do you think are some factors that most employers look for in recent graduates? 4. What value does being an Honors College graduate carry? 5. What is the scariest part of life outside of college?

2. Debrief Feedback
Capture What's Meaningful to Advance Effective Innovation

Instructor	Having a positive attitude is vital to success in corporate culture. In addition, soft skills are essential but they might change and develop as we develop as a society i.e. technology.
Class	Learn how to articulate your skills and own experience. People do not spend enough time thinking about if they are pleased with their major choice; they tend to not give it a second thought.
Collaborator	Honors Advisor Find a way to foster the questions: What do I value? What does this mean to me?
Other Stakeholders	Dean of Graduate School: Soft skills, being well rounded in experience, and having a wealth of experience to draw from are all keys in success after college. Figure out what your passion is. Honors student: Realize that you should be enjoying your classes if it is what you are going to do, rather than just something you will think you will be good at. Brooks College Advisor: went through several jobs before this one, figure out what moves you towards action, your career path will change and flexibility is important.

3. Post-Debrief Reflections
Integrate the Feedback & Ideate Next Steps

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> 1. We learned that students need to take more initiative when finding resources. 2. We learned that students often do not know what they value, which is important when choosing what direction to go after graduation. 3. We did not speak about integrating the Career Center. 4. Talked about traditional students more than we expected. 5. There was a lot of discussion on the graduate school.
<p>CONVERGE: How did the feedback <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> 1. The idea of soft skills being necessary was validated by the Dean of the GV Graduate School. 2. Helped narrow down a definition of Honors students. 3. The idea that there are resources available for Honors students; the issue is with them actually using the resources. 4. Making resources known to students is very important. 5. Establishing finances earlier is essential for setting up success.
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. We can look to see if there are any similarities amongst the feedback to see if there is an underlying trend in the issues. 2. Apply some of the questions posed by the collaborators into our interviews and ask other people to gain additional input. 3. Add these insights to our affinity map to narrow our innovation process. 4. Use the new lenses of insight to help us begin to innovate.
<p>ACT: What are your next steps?</p>	<ol style="list-style-type: none"> 1. Determine what really does set Honors students apart and how we can formulate a solution to exhibit these to employers/grad schools. 2. Find how we can integrate real life experiences and soft skill building into Honors curriculum such that it better prepares Honors students for life after GVSU. 3. Research how students can remain confident in their chosen career path and be able to change if needed without being afraid of doing so.

Collaborator Debrief Two

1. Debrief Preparation Telling the Story	
<p>Design Challenge Debrief</p>	<p>Team Problem Statement <i>We will prepare a solution to help the students of the FMHC be more aware of and articulate their various skills and disciplines that they have gained, as they transition to life after leaving Grand Valley.</i></p> <p>Top 3 “needs” statements</p> <ul style="list-style-type: none"> ● Honors students need to be educated on the resources available and take responsibility to utilize them. ● Honors students need to determine their values in order to begin planning for their future. ● Honors students need to develop their “soft skills.” <p>Top 5 Innovations</p> <ul style="list-style-type: none"> ● Implement a new form of orientation where Honors students, rather than playing games, will think critically about their future. The Career Center will be a part of the orientation to get their name out there to students. ● Create a dialogue between Honors students and professors to realize a balance between their separate goals for the courses; maybe this can be done through a survey type model. ● Developing a course for Honors students so they can learn and develop values and soft skills with activities such as mock interviews and attending a career fair. ● Mandatory monthly meetings with an advisor/mentor to ask questions and discuss goals, classes, and plans for the future. ● Mandatory job shadowing for freshmen in the Honors College in a field of interest with reflection afterward.
<p>Questions for the Collaborators</p>	<ol style="list-style-type: none"> 1. How can we ensure that Honors students learn and hone their soft skills? 2. What steps should students take outside of their courses to learn the skills needed for their careers?

2. Debrief Feedback
Capture What's Meaningful to Advance Effective Innovation

Instructor	<ul style="list-style-type: none"> ● Why shouldn't the portfolio be completed several times over their college career? ● Current Honors mentors are to help you be a good Honors student rather than helping you transition out. ● If you are not here for four years (transfer students) how do you develop relationships with faculty? ● Match.com for advisors and students. ● Would students really attend monthly meetings? ● Meet once a semester? But complete monthly survey type reflections?
Class	<ul style="list-style-type: none"> ● People thought Career Center was mostly for people who are undecided on their major. ● People go to their advisors about classes rather than about their future, and rather than going to Career Center. ● Different form of communication besides emails. ● A student has so many different advisors, causing a lack of communication, and it can be confusing to know who to go to for what. ● Most of us stop communication with Honors mentor after freshman year. ● Honors courses do a good job of giving us soft skills but we don't get a chance to use them.

Collaborator	<p>Career Center</p> <ul style="list-style-type: none"> ● Bookend the casual meet the advisors and career events with discussion and debriefs. ● How many Honors students are already taking advantage of certain resources in their major, i.e. Geology program dinners? ● What would compel an Honors student to go to Career Center events rather than program/major events? ● There are so many different places and people to go to in order to get information, but there is not one that has it all. ● Students need to be more comfortable speaking with employers: is this a soft skills issue or exposure issue? <ul style="list-style-type: none"> ○ Would an event be a culminating event or a chance to develop skills like this? ● Graduate school is part of your career, prepare in the same way. ● Sees a meet-the-advisors event as very important. ● “STREAMLINE” ● There is a class that is about mock interviews and career events, U.S. 301. ● Who measures the soft skills? Critical thinking is a sliding scale. There are some people that would already score higher than others would. How would a student know if they were progressing? ● What would it feel like to be prepared?
Other Stakeholder(s)	<p>Advisor</p> <ul style="list-style-type: none"> ● Likes idea of casual career events, how would you account for different majors? ● The Geology department has made it a priority to form close, mentoring relationships with students. ● Career events do exist already <ul style="list-style-type: none"> ○ Maybe research what is already happening and how can we do them better or different? Career Center can draw more employers than the Honors College could. How do we get Honors students there? ○ Should Honors create their own events or just collaborate with other departments on campus? ● Mandatory does the opposite effect of having students take charge and responsibility. ● Believes that orientation is not the best time to implement critical thinking of their future, they are overwhelmed enough at this time. <ul style="list-style-type: none"> ○ When are students really ready to focus on their career? What if there was a set time for ALL Honors students to complete a job shadow. ● Group meetings instead of one on one? <ul style="list-style-type: none"> ○ Share experiences and promote peer pressure to excel. <p>Director of Honors College</p>

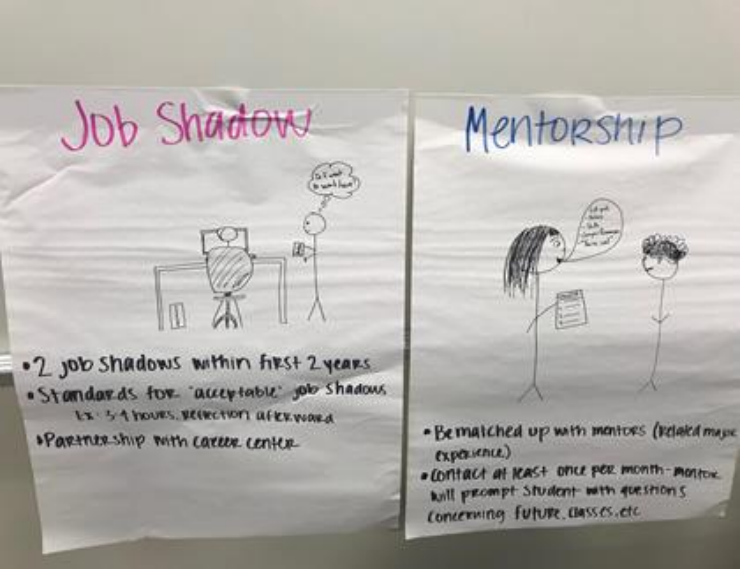
	<ul style="list-style-type: none"> ● Likes idea of surveying students, finding out what students really want/need, and this survey could promote excitement for events to follow. Sometimes some events are offered and only a few people come, hard to get people to follow through on coming. ● Is a portfolio needed? Or just a reflection. ● Weekly email: why don't people read it? Is it the email form or the actual format? <ul style="list-style-type: none"> ○ Maybe an outline at the top with links to stuff later in the email ○ One way to prepare for the world could be to read your email ● What would the consequences be to not showing up to a mandatory monthly meeting with an advisor? <ul style="list-style-type: none"> ○ We have essentially two ways to require things: credit, or create requirements for students to get the Honors designation at graduation. With credit comes tuition. ● Agrees that soft skills are really important in university as a whole. Convinced that the best teachers do an excellent job at teaching those and making the students understand that they are learning there. <ul style="list-style-type: none"> ○ Teachers need to be doing a better job in classes we already have. ● Revising curriculum: set on giving credit for mentorship ● Informal mentors have done him a lot of good ● Honors student senior ● Likes the idea of mandatory portfolio, has been asked about Honors experience in job interviews. ● When should the portfolio need to be completed by? When will it be assigned? ● How much has your team considered students who want to go to graduate school?
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3. Post-Debrief Reflections
Integrate the Feedback & Ideate Next Steps

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team's current insights?</p>	<ol style="list-style-type: none"> 1. We do not necessarily have to create a new class(es) to implement our innovations, we can add upon/improve the pre-existing courses/events. 2. We might not be able to have mandatory monthly meetings with advisors. 3. To properly implement an idea we will need to consider the timing of when students would be involved, not just choose an idea.
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	<ol style="list-style-type: none"> 4. The timing of career planning might not work best during orientation. 5. Faculty could need to be more involved to make the solution real.
<p>CONVERGE: How did the feedback provided <i>align</i> with and enhance the team's current insights?</p>	<ol style="list-style-type: none"> 1. Soft skills are highly sought after by employers. 2. Job shadowing is a very helpful experience which needs to start early on in Honors students' academic careers. 3. It would be good to encourage students to work with mentors and professors for advising. 4. Getting students involved in a course that ties soft skills into the class.
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. We as a team can focus more on practical ideas and actually picturing the innovations that we have. 2. We need to consider Honors students' time commitments while deciding which prototypes to focus on. 3. We can think about incorporating soft skills into Honors courses (sequence, Live. Learn. Lead., etc.). 4. We can combine our innovations to be deeper and more meaningful to our stakeholders.
<p>ACT: What are your next steps?</p>	<ol style="list-style-type: none"> 1. Interview more Honors students to get their feedback on our top 5 innovations. 2. Interview faculty and current Honors students to see what ideas they have toward our innovations. 3. Narrow down our top 5 innovations to our top 2. 4. Reconsider our top 5 innovations and redefine them.

Collaborator Debrief 3

1. Debrief Preparation Envisioning the Future	
Design Challenge Debrief	<p>Team Problem Statement: <i>We will help the students of the FMHC recognize and develop skills necessary to confidently transition to life after leaving Grand Valley.</i></p> <p>Top Two Prototypes:</p> <ol style="list-style-type: none">1. Our first prototype would be to require Honors students to have two job shadows that will be completed within their first 2 years at the university, with the option to take more if they would like to. The reason behind this is to help students realize what field they actually want to go into because many majors have various options within a certain field. This will also help them understand how a workplace operates and what it takes to get there.2. Our second prototype is get Honors students connected with the proper resources early on in their GVSU life. During Welcome Week, students will be connected to student mentors with experience and/or a related major. The mentors and students will actively stay in contact with these mentors and update them on how everything is going (minimum of one time per month). The mentors will help the student find the right resources, help them be comfortable with the campus and courses, and anything else students need help with, within reason.
Summary Illustration	 <p>The illustration shows two hand-drawn posters on white paper. The left poster is titled 'Job Shadow' in pink marker. It features a drawing of a person sitting at a desk with a computer, and another person standing next to them. A speech bubble from the standing person says 'is that a real job?'. Below the drawing are three bullet points: '• 2 job shadows within first 2 years', '• Standards for "acceptable" job shadows (i.e. 5-8 hours, reflection afterward)', and '• Partnership with career center'. The right poster is titled 'Mentorship' in blue marker. It features a drawing of a woman with long dark hair talking to a man. A speech bubble from the woman says 'is that a real job?'. Below the drawing are two bullet points: '• Be matched up with mentors (related major experience)' and '• Contact at least once per month - mentors will prompt student with questions concerning future classes, etc.'</p>

Questions for the Collaborators	<ol style="list-style-type: none"> 1. What are your initial thoughts on these two prototypes? 2. How can you see these ideas being implemented? 3. What roadblocks do you foresee for these prototypes?
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Debrief Feedback Capture What's Meaningful to Advance your Prototypes	
Instructor	<ul style="list-style-type: none"> ● Change problem statement to say something along the lines of getting students more aware of resources while in the Honors College ● Struggles with how to match people with their mentors. If it isn't a good match, it would be hard to meet every month. ● Job shadow program would be a benefit of being in the Honors College because you could get help setting it up. ● How is having the mentor a highly motivating thing? That's where the matching comes into play <ul style="list-style-type: none"> ○ Speed mentoring to find the right match (during orientation?)
Class	<p>Team 2:</p> <ul style="list-style-type: none"> ● Also mentioned doing job shadowing ● Know who you are and how to express that in an interview <p>Team 3:</p> <ul style="list-style-type: none"> ● Likes the required job shadow because their major is open ended and career exploration could be very useful

Collaborator	<p>Honors Advisor:</p> <ul style="list-style-type: none">● How long do you envision the relationship lasting? Just through first year or longer?● Is there a conflict with mentors being students that are still at Grand Valley?● Training program for the mentors so that they can be aware of the resources.● It would help students while in college, but it would not have much effect for their lives after college.● Likes the partnership with the Career Center because those connections with current options makes it a lot better for everyone● What kind of repercussions if students don't follow through? Being a requirement for graduation from Honors adds another administrative piece.
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<p>Other Stakeholder(s)</p>	<p>Graduate School Associate Dean:</p> <ul style="list-style-type: none"> ● What do you hope students would gain from our prototypes? Aside from the obvious like clearer career path. What about social skills? <ul style="list-style-type: none"> ○ In terms of administration, with the goal of fostering skill development in FMHC, junior/senior Honors students become the administrators for these programs (mentorship and job shadows) ● Managing these would look very good on a resume <p>Honors Student:</p> <ul style="list-style-type: none"> ● Took DT class in winter 2016 ● Senior ● How to match mentors and mentees? ● Some departments do connect students to outside mentors. <ul style="list-style-type: none"> ○ Could be something to look into ● Requirement of these things might cause FMHC to get less students because they might not want to do job shadows. <p>Administrator:</p> <ul style="list-style-type: none"> ● Contingency plan if match does not pan out very well. ● Some of this already happens. Deeper gap analysis to see what is already happening and what is already helpful. ● Administrative cost: <ul style="list-style-type: none"> ○ Any time spent, getting people together, pulls resources ○ GAP analysis: <ul style="list-style-type: none"> ■ What resources are wherever and what different things do? ■ Moving things around ○ Anything else put in new has a cost associated with it ● Pipeline program that begins in high school, and then by the time they are ready to graduate, they have all of this experience and that connection from beginning to end of an academic experience. <p>Employer:</p> <ul style="list-style-type: none"> ● If there was a job shadow, then there is a prep for the whole thing. ● How do you prepare the person going into the job shadow to make it the most engaging as possible? <p>Brooks College:</p> <ul style="list-style-type: none"> ● How many students come into the Honors College? <ul style="list-style-type: none"> ○ 400-500 students ● Who would be the head of the program? ● Look at other places to see what models exist. Think about the administration, leadership, who we can tap into at GV to help build the culture and bring in expertise?
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Post-Debrief Reflections
Integrate the Feedback & Decide on Your Best Solution

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team’s current insights?</p>	<ol style="list-style-type: none"> 1. We need to avoid administrative costs. 2. Implementation does not have to happen at the faculty/administrative level, it could be a student led initiative. 3. We need to define how mentors and mentees will be matched. 4. Need to define the consequences of not following through with the job shadowing. 5. We need to adapt our problem statement to making students more aware of the resources. 6. Based on our feedback, we will redefine our plan for the mentorship and job shadow prototypes, along with the identified constraints.
<p>CONVERGE: How did the feedback provided <i>align</i> with and enhance the team’s current insights?</p>	<ol style="list-style-type: none"> 1. The mentor program and its inherent human interaction was encouraged. 2. The feedback enhanced our look at mentor involvement suggesting that the mentors could come from a “Pipeline” of mentored students. 3. The level of requirement and the partnership with the Career Center is a desirable aspect of the job shadow prototype. 4. A team 2 member who has a major that is very broad confirmed that job shadowing would help with deciding a career path. 5. Connecting the Career Center to our prototypes is good.
<p>APPLY: How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. We need to look deeper into the smaller details of our innovations and figure them out. 2. We can connect the job shadow opportunity to the Career Center. 3. Analyze the different costs of implementation. 4. We can look into other Honors Colleges to see how they might implement similar initiatives.
<p>ACT: What are your next steps?</p>	<ol style="list-style-type: none"> 1. Add insights from debrief to affinity map. 2. Choose our final prototype. 3. Turn our process into a definitive story. 4. Make sure our final innovations line up with our problem statement and insights.

Top 5 Innovation Summaries

Innovation 1: Revamp the Honors Orientation

The Honors orientation, as our team experienced it, included a list of events: a tour of campus at night, scheduling classes, staying in Niemeyer dorms overnight, and, most notably, playing “ice-breaker” games with the other Honors students. While these games did foster a sense of community and camaraderie and were enjoyable, they did not provoke thought about our college careers. Honors students meet people at these events, but the orientations are not organized by majors or other categorizations that might link a student with another through specific interests or academically.

Through our research, we believe that the Honors Orientation needs to be updated (Figure 6). Honors students would attend the traditional orientation during the summer, where they schedule classes. However, there would be an additional orientation during the week of move-in, other than Transitions. This would involve Honors students meeting with others in the same discipline, as well as an activity in which they think critically about their future. Our research indicates that these sorts of activities will be more valuable than playing games. Students could stay in contact with the group that they meet at this time. An upperclassman Honors mentor should be assigned to each group, and this mentor would organize and facilitate a group meeting every month. At these meetings, these groups will research internships and jobs in their field, as well as organize job shadowing opportunities. This will be helpful to Honors students in deciding if their major is right for them. This would continue through freshman year.



Figure 6. Revamped GVSU Honors Orientation

Innovation 2: Dialogue between Honors Students and Professors

Through our research, we have found that there is a disconnect between the learning objectives that students and professors have for specific courses. Professors tend to favor the outcomes of critical thinking and mastery of course material, whereas students favor career preparation and personal development. This shows that students want to develop soft skills, which are very important to employers. In addition, students need to align with their values and make sure that they are growing as a person. They also want to make sure that they are on the correct career trajectory, and that if they need to change their major, they have enough time to do so.

To bridge the gap between students and professors' wants for courses, we will use a survey type model (Figure 7). When students and professors are aiming for completely different outcomes, the course seems to not be very valuable to a student, even when a professor might think they are connecting with the students because they are mastering material. Some examples of questions on the survey might be as follows: What are you looking to get out of this course? How well does this match up with the Student Learning Objectives? Do you prefer more group projects or solo projects? Do you like lecture-heavy courses or collaborative discussion courses? These types of questions will give the professor a feel for the students and their needs, so they can then adjust the curriculum accordingly. This way, the professor can listen to student needs while still having control over the content and curriculum. Students will not have complete control over the curriculum, but having some amount of say will perhaps make the students feel as though their needs are being met more consistently.



Figure 7. A GVSU Classroom engaged in course survey

Innovation 3: Implement Career Development into Honors Courses

This third innovation stems from the research we have done as a team through interviews. In this research, we have found that students in the Honors College have a hard time articulating the skills that Honors courses provide them opportunity to learn, at times such as job interviews or preparation of resume. Several of our interviewees, when asked to articulate their Honors experience, were not quite sure what to say. In addition, in our first Collaborator Debrief, our collaborators said that the Honors experience was about thinking differently. In addition, we learned that the most important things that employers look for are soft skills and adaptability.

This innovation involves incorporating the development of soft skills as well as career prep events in Honors courses (Figure 8). While GVSU already has a career prep class, not everyone has room in their schedule for this. This is why we want to incorporate activities like those found in career prep classes into Honors courses. If students have an opportunity for a low-stakes mock job interview in their freshman sequence, it will get them to think about the process and how to articulate the soft skills that they gain through the rigor of the Honors courses. Reflection will be required after all of these types of events, and the professor will give feedback to each student. In addition, Honors classes will have a goal for students to be able to articulate the skills that they are gaining. This should be added to the Student Learning Objectives for Honors courses, and professors will facilitate discussion between students on what they think they are learning.



Figure 8. GVSU faculty member talking with Honors students about soft skills

Innovation 4: Mandatory Meetings and Communication with an Advisor

Currently in the Frederik Meijer Honors College, there are two “Honors specific” advisors that students can go to for assistance. Students also are assigned a faculty advisor, and an advisor in their chosen major. Some may see this plethora of advisors as an advantage, however we have found through our interviews with current Honors students that it is actually more harmful than helpful. Students find having so many advisors confusing and therefore struggle with where to go with which questions. Through these interviews, we have also discovered that there seems to be miscommunications between these advisors. For example, one student stated that their Honors advisor did not know how to answer their questions about their major classes and vice versa.

We plan to implement a system where each FMHC student gets one advisor that they are required to meet with at least once a semester and email once a month to update them on their progress in classes, identify any problems they are facing, and to advance their planning for life after Grand Valley (Figure 9). This system will meet the need of a less confusing advising system as well as the need for students to begin reflecting and determining their values and goals early on in college. An Honors College Advisor stated during Collaborator Debrief One that students need to determine what they value and that we need to find a way to foster self-reflective questions about values. The mandatory interaction with an advisor will encourage and allow students to ask all questions they have throughout their academic career at FMHC. It will also greatly decrease the confusion and miscommunication caused by students having so many advisors.

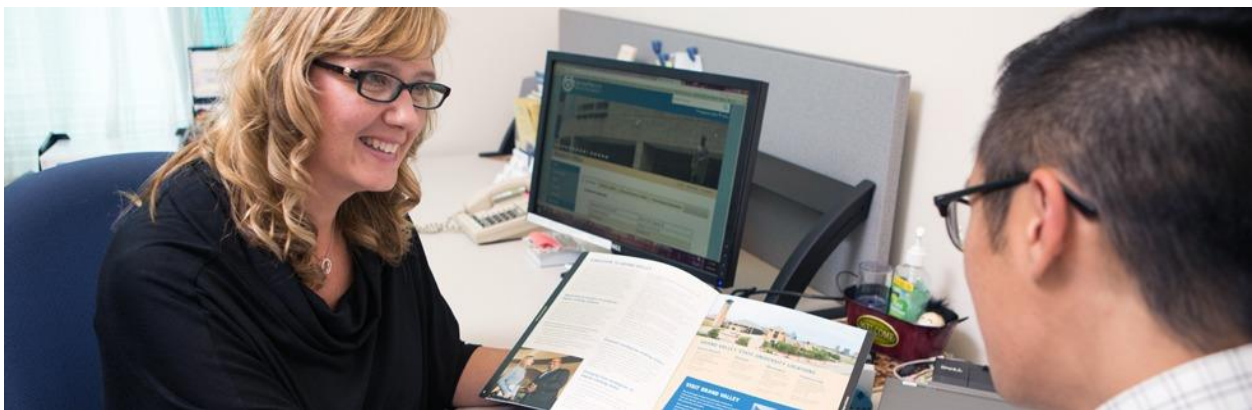


Figure 9. The mandatory semester meeting between an Honors advisor and an Honors student

Innovation 5: Mandatory Job Shadowing for FMHC Students

The fifth innovation proposed addresses Honors students' need of early exposure to, and experience in, fields of interest. The GVSU engineering department requires this and incorporates it into their curriculum through a mandatory Co-Op class. Many of our stakeholders voiced this need during interviews and debriefs. The Dean of GVSU's Graduate School strongly believes that having a multitude of experiences to draw from is key to success after college graduation. Students we interviewed echoed this idea and believe that gaining experience in the workforce prior to graduation would be beneficial in deciding their major and or desired career path.

FMHC students will be required to participate in at least two job shadows, one their freshman year and one their sophomore year (Figure 10). Students who desire to do more may. Each job shadow should last at least three hours and must be through a legitimate company. The Career Center will provide and assist in contacting these. Students must complete a page long reflection of their experience after they are done with each shadowing experience. This innovation promotes early, hands-on career planning, which will help students decide what they want to do after graduation. Once this decision is made, the anxiety and feeling of unpreparedness before graduation will greatly decrease.



Figure 10. A Honors student participating in required job shadow

Top Two Prototype Concepts

Prototype 1:

The first prototype concept we designed was FMHC students will be required to participate in at least 2 job shadows, one their freshman year and one their sophomore year, and students who desire more may do so (Figure 11). Each one should last at least three hours and must be through a legitimate company. The Career Center will provide and assist in contacting these. Students must complete a page long reflection of their experience after they are done with each shadowing experience. This innovation promotes early and hands-on career planning which will help students decide what they want to do after graduation. Once this decision is made, the anxiety and feeling of unpreparedness before graduation will greatly decrease.



Figure 11. Several Honors students on the first of their two required job shadows

Prototype 2:

The second prototype concept suggests changes to the Honors College Welcome Week format. Honors students will be placed into small groups of students in the same major fields (Figure 12). It will be helpful for students to be able to connect to other people who they might see in their classes, so that they might not be as intimidated to begin college. In addition, each group will have an upperclassman mentor in the same field. Mentorships will be selected on a volunteer basis. After the initial welcome week orientation, the mentor will keep in contact with the group of freshman students. Each month, they will facilitate a meeting with the student group in which they will all check in on each other. Conversations in these meetings will focus on how classes are going and how the student feels in their area of study. Further into the year, these meetings will include research into potential job shadow opportunities and internships as well.



Figure 12. Four Honors students of the same major meeting with their student mentor during the revamped Honors College Welcome Week

Final Prototype Concept

Lakers Leading Lakers Program

The Laker Leading Lakers program was derived from information gathered in interviews and during Collaborator Debriefs. Based on faculty input from the Collaborator Debriefs, it was determined that the responsibility for success should be in the hands of students. Furthermore, the faculty noted that having a person to go to, an Honors Mentor, as opposed to, for example, a website such as MyPath, would be very beneficial for Honors students. From the interviews, we learned that students have a lack of knowledge when it comes to Grand Valley resources such as the Career Center. Having an Honors Mentor to prompt students to investigate these resources will lead to more informed students with a better plan for their futures.

The Lakers Leading Lakers program will be a modification of the current Frederik Meijer Honors College Mentorship Program. It consists of two components: Individual Mentorship and Group Connections (Figure 13). Both encompass Lakers Leading Lakers. Firstly, the Mentorship program will be redesigned to make it a more valuable experience for Honors students. Similar to the program that is already in place, incoming Honors students will be prompted to select three potential Mentors prior to beginning their first semester at Grand Valley. We are fortunate as there is already an opportune time to implement our prototype concept: Honors Welcome Week. At a set time during Welcome Week, freshman Honors students will meet with two to three Mentors in a “speed dating” format. The students and Mentors will have short conversations seeking a “best fit.” Students will make a request for the top two Mentors they believe they can establish the best relationship with. Final selection of Mentor will be completed by Honors administration. Mentors and students will be required to meet monthly to create opportunities for a supportive network to be developed and sustained.

Secondly, Honors students will be placed into small groups, preferably in the same major field and students without a declared major will have the opportunity to be grouped with others pursuing exploratory studies. It will be helpful for students to connect to other students who they will likely see in their disciplinary classes, overcoming some of the stress from intimidation as they begin college classes. Most importantly, each group will have an upperclassman Laker Leader that is in the same field.

After the Honors Welcome Week orientation, Laker Leaders (Mentors) will remain in contact with their selected individuals and their group of freshman students for the entire freshman year. Each month, Laker Leaders will facilitate a meeting with their individual student assignments and their student group in which they will cover what is expected in the guideline topic (provided by FMHC administration or Career Services), as well as generally check in with each other. Conversations in these meetings will focus on how classes are going and how the student feels in their area of study. Additionally, the Laker Leader will prompt the students to ask questions regarding their schedules and plans for the future with direction to Grand Valley

resources such as the Career Center and MoneySmart Lakers. Further into the year, these meetings will include research into potential job shadow opportunities and internships to fulfill a “Goals Checklist” developed by the student along with their Laker Leader.

Laker Leaders will apply to be Mentors through the campus/community engagement program in the upcoming Honors curriculum update. Each Laker Leader will be responsible for up to 10 Mentees.



Figure 13. Lakers Leading Lakers Logo

Team Design Think Innovation Symposium Presentation



For the opening slide of the presentation, the presenters introduced themselves. We next showed our design video.

Overview



- An expansion of the Current Mentorship Program
- Laker Leaders act as mentors
- Leaders are selected from a pool of applicants
- Leaders will mentor up to 10 first-year Honors Students
- Leaders are responsible for communication, arranging monthly meetings, and supplying a "Goals Checklist"
- Incoming first-year Honors students will select 3 potential Leaders before welcome week
- During welcome week, students will meet potential mentors

At the conclusion of the video, we provided an overview of the team final prototype. The overview gave us an opportunity to give a high-level picture of what the Laker Leading Lakers prototype would look like, and some guidance on how the stakeholders can easily navigate what we want to have implemented.

The Process

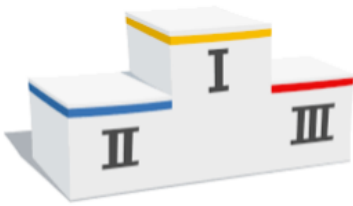
January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Laker Leaders will keep in contact with the group of first year students.
 - Each month, Leaders will meet with each student.
 - Conversations in these meetings will focus on how classes are going.
 - During the second semester, the meetings will include research into potential job shadow opportunities and internships.

The next slide offered more specific aspects of what the final prototype includes. The purpose of this was to show the stakeholders how our prototype would manifest itself.

Finding the Right Match



- Honors students will review a list of Laker Leaders and select 3 potential leaders that they will meet at a set time during Welcome Week.
- The students will rank their 3 mentors from 1 to 3 to ensure everyone gets a mentor they will likely connect with.

This slide contained a description of the Mentor Assignment. During the summer, the first year students will receive an email with a list of their options for a Mentor, or Laker Leader. They will pick the top three that they would like to meet with during Honors Welcome Week to get to know them a little better before they choose their top preference for their Laker Leader. After ranking the three Leaders that they meet with from most to least preferred, they will be assigned their Leader by FMHC Administration.

Lost in the Crowd at Transitions



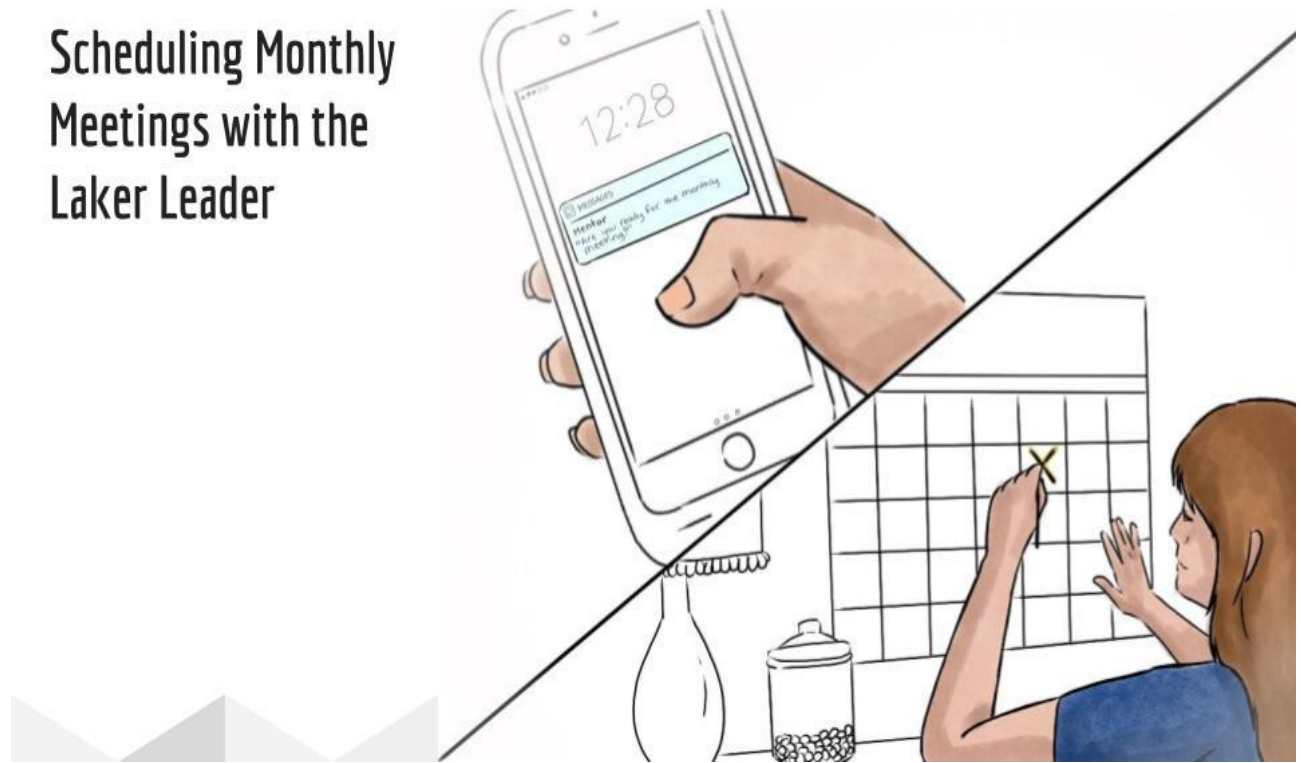
This was the beginning of our story about first year GV Student, Ariana. Ariana is very nervous at her first day of Honors Welcome Week. She is focused on finding a group of people that she can hang out with, but she also can't help but think about her future. She is starting GVSU with an undeclared major, and she is hoping that she will be able to decide what she would like to do soon. She is sitting in an Honors Welcome Week lecture about the various resources available to her but she can't focus on them because of all the worries that are currently roaming through her brain.

Choosing the Right Laker Leader



During Honors Welcome Week, Ariana gets the opportunity to meet with her three potential Laker Leaders that she selected via email during the summer. She chose her top three by seeing their common interests, fields of study, and values. Since she is deciding between a nursing and engineering degree, she met with three upperclassmen Laker Leaders with similar majors. After talking with them to get to know their personality better, she later rated them online from her most to least preferred to be her Laker Leader for the year.

Scheduling Monthly Meetings with the Laker Leader



After being assigned a Laker Leader by FMHC Administration, Ariana gets messages from him checking on when they can have their monthly meeting, prompting her with potential conversations they could have during the meeting (course questions, talking about her social life at school is manifesting itself, etc...), and general check-ins to see how she's doing.

Discussing Plans for the Future and Creating a “Goals Checklist”



During second semester, Ariana's Laker Leader will give her a goals checklist that will consist of various tasks for her to complete and reflect on. These will include a career immersion (job shadow), visiting the Career Center, attending Career Center events, and meeting with advisors/faculty. The Leader will check in on Ariana's progression through her Goals Checklist, while also helping her with any additional questions or guidance to other resources that she may need.

“Goals Checklist” In Action



Here Ariana is completing the tasks of her Goals Checklist: Participating in two Career Immersions (nursing and engineering), speaking with an Honors College advisor to ensure that she is taking the appropriate courses for her current goals, and attending the career fair where she networks with many different places of employment for potential internships. During her two career immersions, she learned that she could envision herself more in the medical field rather than becoming an engineer.

Career Ready!



This is at the end of Ariana's college journey where she is getting ready for the new job she landed at Spectrum Health. Thanks to her Laker Leader and Career Services, Ariana was able to land an internship at Spectrum Health during her second and third years at GVSU. Through this experience, Ariana was continually affirmed in her thinking that a career in the medical field was right for her!

The future of the FMHC is up to you!



- With this idea in place, Honors Students...
 - will explore the Career Resources at GVSU, especially through the Career Center.
 - will develop themselves and each other.
 - will be more connected to the GV Community.
 - will be better prepared to enter into their life after college.

“The blending of career services and leadership programs can bring career readiness more fully” - (Jaunarajs and McGarry 112)

In our conclusion, we discussed some final reasons why our prototype would benefit FMHC. The goals checklist will push Honors students to be more involved with the career resources available to them. The students will learn more about themselves and their desires by participating in the activities described through goals checklist. Even more importantly, by having a more experienced Mentor teaching them about how they can succeed at GVSU, they will gain critical confidence in decision-making, and become more connected to the community.

Team Video Link



TEAM DESIGN THINK

Video Link: <https://youtu.be/gyhShTnXS>

Innovation Symposium Findings

Call to Action Envisioning the Future	
Brief Description of How Your Presentation was Received	There were many doubts/questions about the logistics of our Lakers Leading Lakers program, but generally, the crowd was receptive and seemed to like the idea and believed it to be valuable.
What was the Teams Specific Call-to-Action	Put a mentorship program in place that will encourage first year students to utilize on-campus resources and start thinking about life after college.
Attendee Questions	<ol style="list-style-type: none"> 1. How will the mentors be trained? 2. Will the mentors be paid or will it just be for credit? 3. Are you picturing it as not just limited to mentors and mentees being in similar disciplines?

Innovation Symposium Feedback	
Verbal Feedback	<ul style="list-style-type: none"> ● Better define what the overarching goals of the mentorship program are, for both the mentor and the mentee ● Speak with the Honors Mentorship Council ● Think about training of the mentors
Written Feedback	<ul style="list-style-type: none"> ● There is a possibility of first year students not wanting to participate ● How would housing work if mentors arrive on campus early? ● Include groups of students from other majors ● Define outcomes for leaders ● Meeting with 10 students a month seems like a lot of time ● Focus mentoring on GVSU/FMHC instead of career prep ● What kind of training would be given? Who would give it?
Visual Feedback	During our presentation, some members of the audience looked confused at times while trying to take in the idea of our prototype. After explanation, they looked to be more understanding.

Post-Symposium Reflections

<p>DIVERGE: How did the feedback provided <i>deviate</i> from your team's current recommendations?</p>	<ol style="list-style-type: none"> 1. The Director of the Honors College wondered if the mentorship is more geared for acclimation to college or actually for becoming prepared for graduation/life after college. 2. They thought it a possibility that first year students might not wish to participate in a mentorship program. 3. Consider possible job shadowing opportunities as early as first semester - employers often take time to set these up. 4. A pre-reflection experience should be added before a student performs a job shadow. 5. There may be problems with not having enough students willing to mentor who would be a good fit for the position.
<p>CONVERGE: How did the feedback provided <i>align</i> with and enhance the team's innovation?</p>	<ol style="list-style-type: none"> 1. People thought it was a really great idea to expand on the Honors mentorship program to welcome students to GVSU and the FMHC. 2. The faculty believed the program would be a valuable experience for both the mentor and mentee. 3. They agreed that the mentorship program would be helpful to go through the entire first year rather than just a couple of days/weeks. 4. They thought the program would add value to the Honors College experience. 5. There is already an Honors College Mentor Council in place that could be utilized to implement this prototype.
<p>SYNTHESIZE: How can others <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> 1. Examine and better define the logistics of our mentorship program. 2. Define a set of goals and outcomes for both mentors and mentees. 3. Figure out what exactly should be a part of the goals checklist. 4. Determine who will oversee this program.
<p>RECOMMEND: What next steps does your team recommend to stakeholders?</p>	<ol style="list-style-type: none"> 1. Start by getting a mentor application together. 2. Put out applications by the time the new curriculum is put into place, and have Honors faculty help select mentors. 3. Speak with the Honors Mentorship Council that was mentioned by people in the audience. 4. Speak with other Honors faculty members about this idea and gain their insights.

Final Team Statement

Our team envisions the future of the Honors College continuing to expand the ways in which students can be enriched and the experience of the Honors student made increasingly more valuable. The proposed Lakers Leading Lakers program is our vision of the next step toward this goal. With the implementation of the program, students will find themselves more encouraged to seek out career resources and broaden their connections to the campus community. Their involvement in the Lakers Leading Lakers program will establish connections and relationships that will benefit Honors students far into their future. Not only will the mentees benefit, but also the Laker Leaders will gain valuable skills as they lead the first year students through seeking out resources and discovering their career path. The Lakers Leading Lakers program aims to better all of the students involved and create a deeper connection to the campus community.

Thank you for your interest in the Lakers Leading Lakers program that our team has designed. The program has a great potential to impact the students involved and bring even more success to the FMHC.

With gratitude,
Team Design Think

Appendices

Dialogue Templates

Dialogue 1

Stakeholder Group: Honors Student
Estimated Age: 20-23
Gender: Male
<p>Primary Goal of this Opportunity: The goal of this interview was to understand what problems stem from the main issue of transitioning from graduation to life after FMHC for the Honors Students.</p>
<p>How does conducting this work reflect on your team problem statement? This work reflects our team problem statement because we want to further understand the specific struggles Honors Students face when transitioning to life after graduation. By interviewing an Honors Student, I was able to understand his experiences throughout FMHC and how they have been helpful or not helpful in his upcoming change from being a student to going out into the real world.</p>
<p>Summary of Research: This interview gave me insight about what resources this specific student found helpful and not so helpful. They had a great experience with their faculty sequence advisor, but not so much help from the Honors College Advising Center. The FMHC Advisor did not present them with any new or helpful information they couldn't have found on their own. The Career Center was helpful in editing their resume. The Student Services center helped them to pick their major based off discovering their interests. They would have felt more prepared for graduation if they had followed a more steady path, rather than jumping in between majors.</p>
<p>Important insights:</p> <ul style="list-style-type: none">● Advising at FMHC is just information that can be found by the students on their own on the FMHC website.● General Advising doesn't always have convenient times or locations for various majors.● Career Center was only helpful for the student when editing their resume.

Dialogue Questions and Response:

So describe yourself as a GVSU Honor student. What is your year? Major? Extracurriculars? Hobbies?

I am a senior; I am an International Relations major. And in terms of extracurriculars, I'm not really involved, like, club wise.

So when you chose your major what resources did you use to work through that process?

Mine was kind of a weird thing. I went in as a biomed Major and then I wasn't doing great. So I just sort of talked to a general adviser in the Student Services Center and took an international relations intro course just to see and I ended up really liking it.

Did the adviser kind of like tell you to get into that course or was that of your own volition.

Kind of, we went through just a couple different options of like what sounded interesting and that was it to me.

What does being an Honors student mean to you?

I think it means a little bit, just like a step above in terms of how it sort of shows that you are someone who's more well-rounded and analytical and not just here to get a degree. You're here for an experience; like the fact faculty student interactions in the College are something that is awesome and like that I feel really sets us apart from just a general population.

What are your plans after you graduate from Grand Valley?

That's an interesting one. I would like to do something in the auto industry. I'm hoping I can go to the company that I interned with over the summer but my plan is generally to go back to the east side of the state and find employment and I'm thinking the auto industry generally.

Can you talk to me more about your internship?

Yes. I interned at an auto supply company called Hero Tech. It was a great experience because it was like a smaller company but not too small. So I still got a lot of industry exposure but I also got a lot of like smaller business exposure. I was really cool with my director and like I met the CEO which was really fun.

How did you find that internship?

Just through connections of friends and family back at home.

Where do you see yourself in the next five years?

Hopefully with an established career or at least the beginnings of established career. With any luck be financially stable.

By that time, what does that look like for you?

A stable living situation like an apartment or a small house and a car of some sort. Just like reliable transportation and just a decent enough job that I can be comfortable.

All right. And then how about the next 10 years?

And here is no doubt that far ahead hopefully I'm just okay in doing my thing. I really haven't thought too far.

No aspirations or goals? It doesn't have to pertain to your career, necessarily.

I know I'm pretty simple personally. I just I would like to have like a family and just be content and not be crazy.

How often do you think about your plan for your future after graduation?

Because being a senior it's kind of a stressful job knowing exactly where I'm going after I graduated so it's always kind of something in the back my mind. Like having to do something like update the resume, applied for jobs and internships, and that sort of thing.

Describe the resources available to you through the Honors College and how they have been helpful to you.

If you stand in terms of resources that I've actually used, I've gone to advising a couple times which I've had good and bad experiences with. Things were like those experiences from good advisers say they are very they kind of have a narrow focus they only really can help me with questions that I never clarified the questions that if I look hard enough I can figure out on my own. Like I can't really go in and have a and have something changed when I walk out of my advising appointment.. Usually it's just like all right I'll leave with a checklist of stuff that I could've figured out if I just took more time on my own or whatever. But I've had a lot of good experiences working or talking to professors in the Honors College. My first professor has been a fantastic resource to go to just a chat, and gave some direction and things like if anything he's been more advisee and adviser in terms of what direction to go in. Professor Chamberlain actually one time I went into speak with her. That actually led to me on our research project with her for a job. So that was that was awesome. So just utilizing your faculty resources has helped me get a formal advice and stuff like that.

How has the Career Center impacted your time in college?

The Career Center actually has been pretty good for at least getting me sort of ready to apply for places because my main thing that I've used them for was a resume. So I went and gave them the resume. They have a lot of really good resources in terms of actually making a resume and they'll edit it for you and like you send it into them so you'll use it probably to the fullest extent. Well for my part I don't know if it's maybe too specific for the Career Center. But one of the guys is only here in Allendale on Thursdays otherwise I'll go about this. I have a lot of I don't have a ton of free time

in my week so to go around town is kind of chill catch.

Describe what you think future employers look for when hiring students?

I think not just of course you need like the applicable skills for the job. But I think many times companies like hiring younger people right out of college because it brings a fresh perspective of the day-to-day job that they do. Like I know in my internship I was contributing to solving a lot of problems because I was able to look at it with some fresh eyes. It was nice to actually not be just like a burden to my supervisors and stuff like that apparently they have to teach me or whatever but to actually be able to independently solving issues that they couldn't offer the other like actual employees couldn't solve was really.

In what ways do you feel prepared for graduation?

I feel like that that kind of, for me personally I kind of messed stuff up in terms of like took some wrong classes here and there that has kind of set me back but I'm on track to graduate which is good. So I think overall I feel prepared but if I had known where I was going and what I want to do at the start like in freshman year, then would have been able to better divide my classes and split that to be better prepared for graduation.

How do you see your time in the Honors College benefiting you in the future careers and endeavors? I think it has really improved my ability to talk to people. I used to be very closed off and nervous when talking to people and I had a design challenge in design thinking to actually become better at networking and like getting out there and talking to people. It's how I build connections and how you can find a lot of opportunities.

How would you distinguish yourself as an Honor student?

I feel like it kind of depends. But I think generally like putting Honors on a resume would probably signal that the student is like academically dedicated and probably better at like critical thinking and analytical skills stuff like that. So critical thinking and analytical skills he'd say that was like what you learn that in the Honors College. I think that it's important that but Honors students generally I feel are better at that because it's more of a challenge. So students being challenged in these critical thinking and analytical aspects more in the Honors College helps us to be just better at that.

If you could change one thing about the Honors College what would it be?

I would like to see some sort of partnership between the Honors College and the Career Center or something along those lines so that you can they can they can help you to set yourself apart through your resume or whatever because of your past experience like they can help you to dictate exactly what you got out of it and like what you can show on a resume because it is okay.

What skills would you like to learn that you think would be helpful in your life after college?

Well. The coding is one that I really am excited for like learning to code just generally because I feel like that's sort of where the world is going because we're becoming more globalized and is that those jobs are going away pretty much.

Is there anything that I didn't ask that you think I should have about Frederick Meijer Honors College and about the transition to life after graduation?

Maybe something about a sort of like a defining moment in the Honors College because I know that I had sort of a defining moment that helped me to choose my major was my first sequence.

Tell me about that.

So the freshman sequence that I had was called national security and it was super interesting stuff about like big picture political stuff and like other countries militaries like warfare and stuff like that and that's sort of what set me on my current path. Before I knew the major option of international relations. So without that I wouldn't have even know where to start looking.

Thank you again for your time and your thoughtful answers to these questions are only very helpful for us to work through as we solve our design challenge. Maybe you review that maybe reach out to you again for a follow up question. And who else would you recommend that we talk to about this.

Probably a mix of like advising the Career Center and just general faculty, like our faculty.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

They could not think of anything

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes.

Three more connections this stakeholder provided:

- Honors College faculty
- General Advising
- Honors College Advising

Possible next-steps:

- Add another question about the defining moment in FMHC
- Consider potential freshman year career/college planning that goes into how well prepared Honors seniors feel for graduation

Dialogue 2

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Female
Primary Goal of this Opportunity: Discern some of the greatest strengths and weaknesses of the Honors College at GVSU. To hear the opinions of one of its current students to empathize and gain insight.
How does conducting this work reflect on your team problem statement? This is the specific group of people we are solving for in our Design Challenge. Through interviewing current Honors College students, we can gain empathy to see what they are experiencing as they begin to think about transitioning from the university to the business world.
Summary of Research: This interview of a current student of the FMHC at Grand Valley allowed me to see that some students are very unaware of the resources provided. Although this interviewee stated that she feels prepared to graduate, she has not utilized the resources except those of the Honors advisors. She believes the Honors College prepares students for post-Honors success by integrating many subjects and ideas into one class and by promoting classroom discussion that helps conversing amongst students and professors, as communication is an important asset to have that employers seek.
Important insights: <ul style="list-style-type: none">● The Honors College advisors were very helpful for this student.● This interviewee did not know the offerings of the Career Center on campus.● This student feels prepared to enter the workforce after attending the FMHC.

Dialogue Questions and Response:

Describe yourself as an Honors student. What's your major, extracurriculars, or hobbies?

I'm a sophomore this year, I'm a nursing major. Extracurriculars, I do InterVarsity which is like a campus ministry thing and that's about it. My hobbies include doing IM sports.

Perfect. What does being an Honors student mean to you?

I would say probably like having the ability to learn to integrate subjects into one another instead of just like taking separate classes of Interdisciplinary Studies. And how to think critically and problem solve. Yeah that's all I got.

What are your plans after you graduate from Grand Valley?

Well, if I get into the nursing program, I would like to be a nurse. Probably.

Where do you see yourself in five years?

As a nurse in Grand Rapids or wherever it may take me in five years.

What about 10 years?

Hopefully married and have children in 10 years. And yeah just working as a nurse.

How often do you think about or plan your future after Honors?

Not super often, I would say I'm more of a living in the moment type person.

Describe the resources available to you through the Honors College and how they are helpful to you.

There are people that are going to help you talk through things, and usually the professors are great. Like in my sequence the professor was willing to help with our work and stuff. Yeah I mean the same as other answers but like library databases and stuff like that. And, like a lot of opportunities for like studying abroad and opportunities for research on things.

How has the Career Center impacted your time in college career?

I don't know what that is. Wait, is that just like where you practice interviews and stuff?

Yes and more. Describe what you think future employers look for when hiring students through the Career Center.

Well I don't think they look as much anymore at necessarily your degree you're like where you got your degree from but more just like kind of what you've been involved with or like your previous experience. I think it's a big thing and also just like your ability to be professional in the workplace. That's a huge thing.

So you said they don't necessarily look at like where you got your degree, but do you think it matters that you graduated with Honors or no?

I don't know. I think I guess it kind of depends on what field you were going into.

Certainly like I'm in the healthcare field. So like if you're applying to med school it would be helpful on a resume. I'm not specifically looking to attend graduate school so I don't know like for my particular profession that it affects much but I feel like it won't.

In what ways do you feel you're prepared for graduation? And not?

Well I don't know it seems far away. But I feel like I'm on track. I don't think I have to make things up along the way necessarily, or like I'll get there and be like shoot I've been through this Honors thing and we knocked out a bunch of classes at the beginning really with our sequence. So I can feel pretty fine about it.

How do you see your time in the Honors College benefit benefiting you in your future career endeavors?

I would say it was just nice to look again just like spent some time taking my summer. But like I know a lot of those classes that focused on like discussion and like encouragement with each other, which is I think a big part of any workplaces able to talk about things. Trying to figure things out. Like ask questions if you don't know answers. And I think that's really cool. And also just it kind of made me work harder than before. Which just makes me want to continue to do so.

How would you distinguish yourself from non-Honors students?

Well. I don't know that's hard to say because I didn't feel like I had any reason to be in Honors like above any other students. It's like I'm not super smart or anything. But I think I see this kind of like it makes you take your studies more seriously. I think you said it as being like all of these are just more classes outside your major to make you think, rather than actually want to be focused and like actually learn things.

Yeah. Do you feel like you have any like advantages or disadvantages over traditional students?

I mean you have to pay more to be in it. But, not necessarily. I think we get offered some more opportunities and especially like the sequencing that knocks out like a lot of classes that other students have to take which I think is a good thing. But also. Sometimes I feel kind of guilty about it. But yeah that's probably the only thing.

If you could change one thing about the honors college what would it be?

I guess I can't think of anything I'd change. Well like the curriculum was good I think though like there's so much variation in long sequences that like some were a lot harder than others which ultimately wasn't fair as it does affect your GPA for a lot of people especially in the Honors College like your GPA matters for a lot of things, so that wasn't totally fair.

What would you like to learn that you think will help you in your life after college?

Probably just like being more confident in like speaking my mind or explaining myself instead of just going with the norm.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

Nothing, those were all good questions, covered all the bases.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text.

Three more connections this stakeholder provided:

- The Career Center - not known about
- Suggested speaking to Honors professors
- Does not feel confident in speaking their mind

Possible next-steps:

- Traditional Students
- Honors College Administration
- Employers

Dialogue 3

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: To learn about what Honors students feel they would like to gain from the Honors experience.
How does conducting this work reflect on your team problem statement? By interviewing current Honors students, we can learn what they have been doing for their futures, and how involved they are with Honors.
Summary of Research: After speaking with this interviewee who is a senior, we learned that their experience within Honors was not as optimal as it could be. Along with that, they recommended that FMHC should drop the junior seminar and maybe include classes on practical skills, such as learning about personal financing and other “adulting” skills.
Important insights: <ul style="list-style-type: none">● Drop Junior seminars because it is not useful, in the interviewee’s opinion● Add classes with practical skills to help students stress less once they graduate● Emphasize the Honors difference
Dialogue Questions and Response: All right let's get started. So, we just want to learn a bit about you to start off. So, describe yourself as a G.V. Honors student. What is your year, major and, like extracurriculars or hobby that you do? I am a senior in the Honors College. I have a major in advertising and public relations with a minor in writing. One of the biggest extracurriculars I do is I'm an account executive for the National Student advertising competition. And that's going to be going all year this year. I also work at the telephone outreach program. And we reach out to alumni and ask them to help support Grand Valley through donations. So outside of class those take up most of my time. What resources have you at all accessed for making any decisions in your career path? Yeah, I use handshake quite a bit. I actually have a Career Center meeting taking place

next week. I have been to the Career Center a couple of times before and I visit my personal, like my major adviser, you know like once or twice a month, so often.

Okay so what does being an Honors student mean to you?

So, it really helped out freshman year because I lived in Niemeyer and it helped me build a good community of people who were all part of the same program. I would be honest after freshman year, it didn't really mean a whole lot to me I wasn't super involved. The only thing I'm doing right now is doing my Honors senior projects next semester, so my last semester, but I mean freshman year it was great because it helps me with my prerequisites and help me meet a lot of people again.

And what are your plans after you graduate Grand Valley?

To be honest it is still kind of up in the air. I would like to move to a bigger city but staying in Grand Rapids is still on the table, and my intentions are to get into like content development or writing for an advertising agency because it combines my major and my minor. Outside of that, I do not have too many more solid plans.

So going along with that, where do you see yourself in like 5 years? Ideal situation.

Yeah, I think in 5 years I really want to be in a position where I'm a little bit further up than entry level. Like a brand manager or even like an account manager. Because that, I think is more than managerial side and more towards where I want to end up.

Yeah. So what really led you to wanting to do like advertising and PR and doing content creation?

My dad, he works for a marketing agency and like growing up I saw a lot of the work he did. I thought it was pretty cool. I also have like this weird obsession as a kid with like advertisements and like commercials always kind of fascinated me, especially like the really artsy ones, the ones that were like really cinematic, so I knew I wanted to work on that. So I started off as a marketing major and I realized I didn't really like the business side of it I liked more of the creative side, so I switched over to advertising and then added a writing minor.

And then where do you see yourself maybe in like 10 years?

Probably a little farther up in that you know at some point. I really consider doing a master's program. I'm not really sure on that one yet but I think at that point down the road if that does happen that will probably be what it is. Same thing with the managerial spot. I think at that point like account manager or account exec would be ideal.

Now talking more about your future. How often do you think or plan about your future? Like after college?

At least once a week I'm doing something like career related. Most recently in trying to work on perfecting my resume. I hop on handshake like once every two weeks or so and do like a real thorough search just to see if there is anything opening up for 2019 graduates. So.

Now describe the resources available to you through the Honors College and how they've been helpful to you?

Again I think a lot of it came back to freshman year it really helped me accelerate the process here with my prereqs. I have gone to open advising a couple times just to discuss some of the requirements. Outside of that though I'm going to be honest I haven't been too involved so I don't really utilize those.

And I know we asked about how it has been helpful but what issues that have come up from it?

There have actually. So I ran into an issue where I was overloading semesters in order to graduate earlier and the way I had set up my schedule I was actually on the verge of dropping Honors and I went in and talked to advising and basically told them that I couldn't get my junior seminar done on time if I wanted to graduate on time. But they actually were really helpful in solving that. They let me work around with another issues course that was taking so it got solved.

Then describe, well actually how has the Career Center affected of your time at college?

I think it has really made me think about where I am going from here. I mean I think the most beneficial thing it's done is just like remind me to keep my eyes open for opportunities. They also kind of helped me when I was picking out my internship this past summer. I did an internship abroad. In addition, they kind of helped me with getting resumes together with.

So could you touch on what the internship was for?

Yeah it was a major requirement for me. So all advertising majors have to have at least a three-credit internship. And I went to Sweden and did an advertising internship. It was it was pretty much like a social media content development internship. So they helped me get my resume together and then I worked with the International Center to get my credit back for so.

Describe what you think future employers look for when they are hiring students that are graduating.

Experiences. For sure. I was definitely at the top of that list. Internship experiences, leadership experiences. I think those come above almost anything. I think in advertising if you're looking to get into more of the creative side, portfolio work is a big thing to do. So I think those are probably like two of the biggest.

In what ways do you feel prepared for graduation?

I think that internship definitely helped. It gave me more of an idea of what I need to focus on in my last few classes here. And the same thing with the advertising competition. I think that leadership position put me in a good spot to take on, like a professional role. Yeah I think content-wise I feel ready for graduation like with what I've learned.

Could you elaborate on what you're doing within the advertising competition?

Yes, so I am one of three account executives and I'm, like my responsibility within the team as head of research. So I basically guide the direction of the rest of the team in terms of like what we need to research next, what's important for us, what kind of sources we need to be finding. And then I also design lesson plans because it is a student run, you know three-hour block of class. So I design lesson plans with the other executives and just plan exactly what we are going to do during the meeting as well as outside of the meeting.

In what ways do you feel that you're not prepared for graduation then?

I still am, I don't know. I still don't really know what, like what exact position I'm going to look for and where. I also really don't know when I should start applying for jobs. I don't know when that supposed to happen, and I don't know exactly what the graduation process is. I'm going to be honest. I have not applied to graduate. And I probably should.

What resources have you accessed to like figure out more information on how to do those things?

I've talked to other people who are also graduate. That's been probably the biggest most helpful thing. I talked to my advisor a little bit about it. I know it's a little bit of time to do that. And yeah just like the online resources there's you know the whole Commencement Web site.

How do you see your time in the Honors College benefiting you in your future careers and like other endeavors you do?

I think the senior project is going to help me. I'm planning on incorporating it into the competition somehow. So I think having another tangible piece of research work that I've done will be a good thing to present to employers. I mean definitely because of the Honors College I was able to, in a large part thanks to them I was able to graduate in three years. So I think that also looks good that I was able to do that efficiently and having Honors on my resume as well I think could be an asset.

What helped you graduate three years instead of the normal four?

So I took a lot of AP classes in high school and then after that when I started the sequence that really cut down on the amount of prereqs I had to do so had I not done that. I don't think I would have it out in three years.

What sequence did you have?

Urbanism.

What did you do in that?

It was two parts; the first half was basically based on like ancient urban systems. So it looks like Greek and Roman urban systems and kind of how cities developed and like for what reasons. The second semester was downtown in Grand Rapids. And we looked at how some of those same concepts are affecting Grand Rapids and other more modern cities.

I did not know you were doing all that in Urbanism. So how would you distinguish yourself from a non-Honors student?

I think the senior projects a big thing and I think the fact that we had we didn't have like a bunch of individual prereqs, we had one large like very much based in critical thinking, our freshman freshmen sequence. So I think those things kind of set us apart. It really sets us up for critical thinking a little the better.

If you could change one thing about the Honors College what would that be?

And I'm going to think a second on that one. I would say, I would say the junior seminar. I don't I don't necessarily know if it if it needs to be a separate Honors thing because I feel like a lot of the same issues are already covered in your own like in your own major. A lot of people have issues courses and there's a ton of other courses which I feel like cover varies. Like similar issues and the problem is like with the junior seminar you can't like it's very specific only to Honors and it doesn't help me in my major doesn't check anything off of my list except for I got my junior seminar done. If they were if there were certain courses like within other majors perhaps that were like designated for that. I feel like I'd be much more, I'd be much less irritated with the fact that I was supposed to have one. Now I had an exception. I didn't actually take a junior seminar and it worked out well, but I wish more people had the option that I had.

What skills would you like to learn that you think would help in your life after college?

I mean I think like career-based ones. You know a lot of our classes are based in like real world that you're going to be doing. I think a lot of the advertising courses are outdated which is kind of annoying. But I think like I don't know, just practical skills. I know the joke is like oh it'll teach you how to pay taxes and college, but I think like having like just a couple credits worth of like a real-world skills like you know, like personal finance and like you know how to save for retirement and that kind of thing you be really beneficial.

Is there anything that I didn't ask that you think I should have?

Maybe why I joined the Honors College.

You want to talk about why you did?

Yeah. So I joined the Honors College because that was kind of like it seemed like the expected thing to do. Coming from an AP school and I think, at least initially, that everyone who came to Grand Valley from my school started in the Honors College. I think. I could be wrong. But it seemed like the expected thing to do. And you know there's a lot of parental pressure in that sense which you know could be a good thing, but it is a major influence on why I joined.

Well that pretty much sums it up. So thanks again for your time and really good answers to these questions They'll be really helpful for our challenge that we're trying to solve for. May we reach out to you again like any follow up questions if we come up with any?

Yeah that's fine.

Awesome. Thanks you every time.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

The interviewee recommended that we ask about what originally made them apply to the Honors program when accepting to go to Grand Valley. I agree with this because it provides deeper insight into their personal views of the Honors College.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes. They are a personal friend of mine, so I could speak with them in person, over the phone, or through email.

Three more connections this stakeholder provided:

NA.

Possible next-steps: Add the question "Why did you apply to the Honors College?"

- Start contacting more faculty, both from Honors and the Career Center
- Discuss findings with the team

Dialogue 4

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: To learn about what Honors students feel they would like to gain from the Honors experience.
How does conducting this work reflect on your team problem statement? By interviewing current Honors students, we can learn what they have been doing for their futures, and how involved they are with Honors.
Summary of Research: Through interviewing the third year, Senior Honors student, we learned that while the Honors College does an adequate job at promoting academic rigor and organization, the Honors program falls short at teaching practical skills and building confidence for life after college. Through demanding classes with a high expectation of quality, the Honors College draws out the best work from the students. However, the lack of practical training and experiences outside of the classroom made the interviewee feel unprepared for interactions outside of the college setting. In summary, the Honors College should shift some of its focus from being nearly entirely academically oriented to being more career oriented.
Important insights: <ul style="list-style-type: none">● The Honors College should shift some of its focus from being nearly entirely academically oriented to being more career oriented.● One way to shift some focus to career preparedness would be to require attendance to a job fair or the Career Center instead of attending a special event or lecture as part of the sequence requirements.
Dialogue Questions and Response: Thank you for taking time out of your day to meet with me. It's very appreciated. If you don't mind, we would like to record the interview for further analysis purposes. Once the interview is transcribed the audio file will be deleted and it will be completely anonymous. The interview consists of about 13 questions that should take about a half hour. For our Honors design thinking course, we have been challenged to create a solution to make the transition from the Honors

College into the real-world smoother for Honors students. To do this, we are first researching the issue and speaking to people who are considered stakeholders in the situation like yourself. So, describe yourself as a GVSU Honors student. What is your year, major, and extracurricular hobbies?

I am a third year here. I'm a senior. I'm a double major with Education and English, and I have a minor in History and I intend to go into teaching after GVSU. I like watching anime, playing video games, and outside of school I like to bowl.

So it sounds like you are sure of your major. What resources have you used for the decision process for your major?

I did a lot of this through my experience with high school and just regular school. I enjoyed listening to teaching. I liked helping other students because I had done a lot of tutoring in the past. I like talking about history and English and so, I just always felt like personally like that was something that I was really attracted towards.

What does being an Honors student mean to you?

It's a big honor!

What sets you apart from a regular traditional student?

I don't think a lot of it is necessarily the difficulty of work because I think a lot of that's the same for the most part. I think what really makes being in Honors different is workload, time management, and being able to work with other people and other groups because there's a lot of communication and cooperation that you have to do especially in your sequences. In addition to that a typical workload that you have, a lot of different things that prepare you for your future career and like organizational skills.

Where do you see yourself in five years?

Hopefully I graduated at that point! I'm teaching and I'm from Illinois. I think I'm probably going to end up somewhere in Michigan. I don't know I'm going to go back to my home state, but hopefully I'm teaching. I would actually be fine with teaching either English or History because I really like both. But at that point if I'm in an economically stable situation, I want to at the same time, maybe during the summers, go back to school and start working towards a masters or future graduate degrees.

How about 10 years? What is your long term goal?

Well hopefully at that point if started going back to school that I've succeeded in those future degrees that I want to do. I think my professional goals would be widely the same if I haven't accomplished them yet or if I had already accomplished them, I'd probably just want to go further like doing more things in the school, helping students, getting involved in their own extracurricular activities as like a supervisor or adviser. I think in my personal life I want to read more. I don't want to be a recluse in my room. Outside of my workplace I want to actually go out and do stuff and experience the world, maybe travel a bit.

So what are your plans for more immediately after you graduate?

I think the immediate plan is somewhat similar to the five years. Just making that

transition from being a student into being a professional in the workplace. A lot of my goals will probably be more personal than others. Since I'm from Illinois and I plan to stay here, a lot of the work I would be doing is just trying to establish myself within the state where pretty much I wouldn't be on my own in regards to family and stuff like that. But in the first couple of years I'll just be trying to stabilize my life.

Do you have any career plans or method to get a job or something after you graduate?

I know that through my student teaching that I'm going to do my last year, I'll end up making a lot of connections with, obviously, the school that I'm working with. And so hopefully with those connections, I would be able to find a job within this school if I am a good fit for them. But I think just in general the experience of getting out there. Also I'm doing things like on tutoring and writing consulting and things like that right now to help build up my own experience so that I'm a more presentable candidate in the future.

How often do you think about your plan or your future after Honors?

Oh pretty often I would say. Usually when I go to sleep at night is when I think about the important things that are happening right now in my life and in the future and I'll lay on my bed for a couple hours unable to sleep as I think about all of this stuff. A lot of the times it's concerning because you don't really know for sure how things are going to end up, but also it's kind of soothing to just think there and even if your plans are going to go in complete shambles and shrivel up and die, at least you have the comfort of methodically thinking about it and thinking out "Ok well if this happens, at least I can fall back on these things and all that kind of stuff".

Is there any resource that you used to try and figure out more of a plan or anything when you do think about it?

Oh well, sometimes if it has to do with my future career, I talk to my advisors here at Grand Valley. I have advisors either in Honors or I have advisers in the college of Ed. So I usually talk to them and they're pretty helpful especially in regards to your planning to be prepared for student teaching, everything you need to get done, and any help that you need, any questions that you have. They're usually there to help you out. So that's a really good resource.

Do you know of any resources available to you through the Honors College which are there to help you with your transition from Honors into the real world.

Well I know that there are Honors advisers. But other than that, I don't think I've ever really used or know of many of the resources within the Honors College itself.

Have you heard of the Career Center?

Yes.

What does the Career Center mean to you? Have you ever been there?

I have not. It's something that I heard about and I thought I should check out, but I've never actually gotten around to doing so.

Do you have any idea what the Career Center does for you or what it does as their job?

No.

What do you think that future employers look for when hiring students?

I think there is obviously the base knowledge of concepts that comes with your major but there's also the idea of things that aren't necessarily, immediately evident. Your ability to problem solve, your ability to stay organized, your ability to work with other people. Because even if you know all the material to do your job correctly, if you can't work with other people, it's not going to be a good environment. So I think it's that basic material that your major gives you is kind of like the foundation, but it's not everything. There's a lot of other stuff like organization and being able to work and stuff like that that's just as important.

How do you feel like the Honors curriculum has helped you in that regard?

I think it has helped quite a bit because as I was talking about earlier, about this workload and encouraging you to work in groups and collaborative efforts and things like that. So it put you in situations with the heavy workload where you had to practice these skills that aren't immediately evident in your major but are extremely useful. So in order to get such a large amount of work done, you have to have good organization skills or you have to develop them pretty quickly. You have to be able to work well with others, you have to be able to coordinate especially with people's different schedules which can be crazy at times because everyone has different classes at different places between the two campuses and things like that. So I think those skills of coordinating, collaborating, organization are really important. And the Honors College really helped develop those.

Do you feel prepared to graduate?

I feel pretty prepared. I think I'm prepared, it's just kind of a scary concept in a way because you're like wow I'm passing this new milestone in my life and there is going to be that transition, which transitions are always a little scary because you don't there's no guarantee exactly how it's going to work out. But, I think with everything that I've learned here, I'm pretty prepared and I'm pretty confident that I will find my footing eventually and I will be okay.

Which things you feel like you wish were you're more prepared for? Or different aspects that you feel like you could improve on for being prepared? Are there certain things that stick out? Whether it's finding a job or figuring out where you want to live?

I think it would be useful to have help in that transitional period. There's a lot of help and preparation to get to the next thing, but once you're out of Grand Valley, it kind of seems like you're in a little bit of a freefall spiral unless you have something that's like established for you before you leave the school. I think like for that short period, it would be helpful if there was something.

How would you distinguish yourself from non-Honors students? What do you feel like stands out more about your skills to an employer? If you are interviewing for a job, how would you market yourself as an Honors student? What would you do to set yourself apart?

I think there's a great deal of motivation not just to do more work than necessary, but there's a great kind of like a perfectionist aspect to it where you don't want to just get the work done, but you want to hand that work off as polished as it can possibly be. And it's more than just the bare minimum. In my mind throughout the Honors College, if I turned something in that was the bare minimum, I would feel like icky. It would feel really bad, and so I think like that kind of mindset was big. Just like doing your best to go above and beyond what's expected of you in this situation.

If you could change one thing about the Honors College what would it be?

I think Honors College really emphasizes academic rigor and collaboration within an academic setting, but it doesn't really do much, and I don't know if this is an Honors College specific thing, but it doesn't do much to promote interaction and communication between people in a less academic type setting. Where you might be really collaborative with people, but it's because "we need to get this project done and if we don't we're going to fail". So I think it'd be nice for communication and speaking skills to have the ability to talk with people just on a regular basis. To be able to communicate ideas, communicate your thoughts and feelings on certain things.

So you feel like there's kind of a lack in individuality or creativity kind of? Or an ability to express your ideas?

Yeah, it's kind of like a confined creativity where "yeah encourage creativity", but in an academic environment. But we don't really encourage much of that outside of the academic setting. Not necessarily discouraging it, but not encouraging it either.

The last question is: what skill or skills would you like to learn that you think would help you out in your life after college?

I think it kind of goes back to the last thing just being able to speak with people cordially. I mean, I think I'm a pretty amicable follow. I think it's different when you're in an academic setting and you're all business or when you're with someone that you have like a personal intimacy with where you know them closely and you're really familiar with them than if you're just talking with a random stranger on the street. I think that oftentimes you just go on the street I'm like, I don't want to talk, don't look at me.

I there anything that came to mind when you were answering some of those questions that I didn't really ask you about? Anything else that you have to add?

Not I can think of.

Thanks again for your time and thoughtful answers to these questions. It will be very helpful for us in our design challenge. Can we reach out to you again for final questions?

Yeah.

Who else would you recommend we talk to?

Oh there's this great guy named Rio you might really like to converse with!

***Following the recorded discussion, the interviewee mentioned that “It would be helpful if it was part of the sequence to go to a job fair or to the Career Center instead of watch a movie or go to a lecture”.**

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

Not I can think of.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Contact via cellphone or email is acceptable.

Three more connections this stakeholder provided:

- Rio

Possible next-steps:

- Interview additional Honors students
- Consider suggestions about integrating career-oriented programs

Dialogue 5

Stakeholder Group/Location: Current Traditional Student
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: Discern some of the greatest strengths and weaknesses of the Honors College at GVSU. To hear the opinions of a current non-Honors student to empathize and gain insight.
How does conducting this work reflect on your team problem statement? By interviewing current traditional students, we can see how they view Honors students and learn first-hand of any advantages or disadvantages they see between them. We can also compare struggles they are having in the post-graduate transition with those of Honors students.
Summary of Research: This interview of a current traditional student at Grand Valley allowed me to see that some students are very unaware of the resources provided for them. This interviewee stated that he does not feel at all prepared to graduate, and has no direction of how to get prepared. This student also saw many advantages and disadvantages of students choosing to participate in the Honors College, however, he feels that employers look for more useful “soft skills” while choosing students to hire, not necessarily if they were in Honors or not.
Important insights: <ul style="list-style-type: none">● This student does not feel prepared to graduate at all.● He had heard of the Career Center, but knew no details about it.● He believes that Honors students have both advantages and disadvantages at Grand Valley.

Dialogue Questions and Response:

Describe yourself as a GVSU student. What are your major hobbies and extracurriculars?

I'm a freshman at Grand Valley. I am an economics major with a minor in math. And I have a job that I'm at all the time. It's called Rainbow grill. I'm a waiter there. It's great. I'm not involved in any extracurriculars because I missed campus life night.

Why did you decide to come to Grand Valley?

I decided to come to Grand Valley because it was cheaper for me, all my credits transferred from high school. They have a really good business school. I knew a lot of people coming here and it was close to home if I needed anything.

Where do you see yourself in 10 years?

I see myself in some sort of a business type job preferably a financial adviser. I see myself having a family and a home or apartment style housing. And really I just see myself like starting my life and getting going.

How do you think about your plan for your future after college?

How often? Like daily, weekly. I'd say quite frequently like daily. I don't know how many times a day. But. Every day for sure.

What resources are available to you through Grand Valley which are meant to help with the transition from college into the real world?

I assume that there probably are some but I don't know where to access them.

What have you heard about the Career Center?

I have but I can't tell you where it is or how to get there or what it would do for me.

What do you think future employers look for when hiring students?

A degree from college. And then just to make sure they're not a total douche I guess. And that they'd be a good fit for the company. I guess previous work experience and experience in the field would probably be good ones too. And everyone's college extracurricular activities. I mean I'm not involved in anything so I hope that's not a big deal, but maybe in the future.

Do you feel prepared to graduate?

God no. They have like that track for us. Like. Planning out your whole college yeah MyPath. It's scary to look at that without haven't really making any progress. So no I do not feel prepared to graduate right now.

Where you eligible to participate in the Honors program?

Yes.

Why did you decide not to do it?

I don't know. First of all I didn't want to do the essays at the start. I feel that the courses

would be harder and more strict and not going with my schedule. You know. And this is me not looking into it that much but really I just wanted like a normal college experience. I didn't want to have the title of Honors. You know I was like Honors in high school and I liked it all those classes and stuff that was great. But I didn't want to have to do that in college too. I just wanted like a normal. Like. You're in college you know this is the people you're with. Even if I am smart enough to be in the Honors I still feel like. Like. My hard work and ethics will help get me through that. But I didn't want to have the Honors title in college.

Do you believe that employers look for Honors students more above normal like traditional students?

Maybe. I think that it's helpful. But I mean. I think that in the end it comes down to a lot of other factors. Rather than just Honors. You know I think if someone is in an Honors college and someone who isn't but the person who isn't has amazing people skills and life values and they've experienced a lot of things I think that's way more beneficial than having the Honors title.

What differences do you believe there are between traditional students like yourself and Honors students?

Just I guess they have more specific classes stuff kind of laid out for them. I feel like they're watched more closely. Oh and they have nicer rooms, they're bigger and they're separated. You know what. I wouldn't consider honor students part of the normal college student life like I mean the freshmen are all the way across the campus from all the other freshman and like it almost seems like they're isolated purposely. Making them seem apart from the rest. You know (name of a mutual friend of ours who is an Honors student), he's in there and I'm just like holy crap like he's by himself having a totally different experience of college and I mean you know that's crazy.

Do you believe Honors students have any advantages or disadvantages over traditional?

Yeah both. I mean there are advantages like it's a better title, and I imagine that they would be probably getting a slightly better education like that's definitely really cool for them. But I feel like disadvantages are they are separated. There's a higher stigma for them. It's more of like a program rather than a college you know. And I feel like I wouldn't enjoy it as much you know. And just the social aspect and I have a job you know I don't know how it really works for that. There's nothing like a specific classes I can take as I can interfere with other stuff I have going on.

What skills would you like to learn that you think will help you in life after college?

In college? Like the skills that I'm going to acquire in college they will help me after college? I mean just like besides for economics, I guess teamwork and social interaction.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

I don’t know, everything was pretty straight forward.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text.

Three more connections this stakeholder provided:

- Social interaction may be one of the soft skills Honors students lack due to being isolated on the south side of campus.
- Campus Life Night may be the only time when the Career Center puts its name out there.
- Employers may just be looking for students with degrees, not really whether they graduated from Honors or not.

Possible next-steps:

- Our solution could be implemented to help not just Honors students, but traditional students as well.
- How does the Career Center reach out to students other than Campus Life Night?
- Research on what employers look for when hiring students right out of college.

Dialogue 6

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: Discern some of the greatest strengths and weaknesses of the Honors College at GVSU. To hear the opinions of one of its current students to empathize and gain insight.
How does conducting this work reflect on your team problem statement? This is the specific group of people we are solving for in our Design Challenge. Through interviewing current Honors College students, we can gain empathy to see what they are experiencing as they begin to think about transitioning from the university to the business world.
Summary of Research: This student was unaware of any resources provided by the Honors College besides the computer lab in Niemeyer. He believes that the FMHC provides students with things that will lead them to success after graduating, but thinks that they may be at a disadvantage due to the not-so-social aspect of the dorms. His biggest concern after graduating is being unemployed.
Important insights: <ul style="list-style-type: none">● The Honors College is more aware of its students and their accomplishments.● Freshman sequences focus on presentation skills, which will help in the transition from college to career.● Employers look at students' extracurriculars and how they can apply things learned there to their jobs.

Dialogue Questions and Response:

Describe yourself as a GVSU Honors student. What is your major, extracurricular activities, and hobbies?

So I am a freshman and I'm planning on going into engineering. I am currently part of an IM soccer team and a basketball team and I go to a Christian worship thing called Cru.

What does being an Honors student mean to you?

Well, it means having a really nice dorm, like the dorms are a good place to study. Being an Honors student is just all the hard work in high school kind of paying off, getting just an all-around great education here and just being able to get your gen-eds out of the way pretty quickly with this program.

What are your plans after you graduate?

Well I hope to get a job right away, I don't want to live at home for a while after I get a job.

Where you see yourself in 10 years?

Ten years hopefully an engineer, but I don't know what type yet. Hopefully owning a house maybe have a family. Just have to figure that out. I've got 10 years.

How often do you think about your plan for your future after college?

Planning for the future is always good. I do it sometimes but I also like to focus on like what's happening right now because like what's happening right now is pretty important to. So I'd say often I just think about what life will be like after college.

Describe the resources available that you know of through the Honors College and how they're helpful to you.

I haven't used many of the resources. Yeah there's the library. That's not just the Honors College. Oh there's the lab. I use the lab a lot for just printing stuff off and getting some work done. And I guess all the Honors teachers. They're really nice and very helpful so I don't know if that can be considered human resource here or maybe it is.

Have you heard of the Career Center?

No.

That's OK.

What is it?

It's in the Student Services Building and you can go to them to help for help with like resume building and like to practice interviews they can help you get internships, jobs, and like help you like become more employable. Describe what you think future employers look for when hiring students.

I think they look for like doing well in college and if you didn't do well improvement

over the years to show that you worked hard to become a better student. I think they'll also look for what you did outside of school like how things you did that are kind of connected to your major to make you actually apply what you learn in class like in the real world. I think stuff like that.

Do you feel like you're prepared to graduate?

I feel kind of prepared to graduate I guess. Yeah I think I think what I'm learning right now will definitely help me and I think after four years or so that would have me prepared.

Are there any ways you feel like you're not prepared to graduate?

I mean I obviously have not taken all those classes yet but I feel like everything else is going to help me be prepared for it.

How do you see your time in the Honors College benefiting you and your future career endeavors?

I think Honors college just expects more out of you. And I like that because in real life you're going to be expected to do things right. Like the first time and that's with Honors colleges helping us do right now. And even like presenting skills Honors is very like focused on the presentations and maybe even writing from what I hear and that's going to be helpful.

How would you distinguish yourself from non-Honors students?

I feel like we're in the end going to be getting some more education. It's just going to be just more focused on my major and maybe I want to say better; that makes it sound bad but you say Honors College is probably I feel better than the other ones because if you get some pretty good professors too but I can't really think of a way that we're different per se.

If you could change one thing about the Honors college what would it be?

People can be more social-like. I haven't met many people so far. Like the first week people didn't have their doors opened. First week you should have your doors open to meet new people! But I know people can do what they want to do.

What skill would you like to learn that you think will help you in life after college?

Presenting I'd say. I feel like the Honors College is really focusing on that and I feel like I'm not super good yet. This will help me get good or get better. I think like in the workplace you need present stuff so that'll be helpful.

What are you most scared or nervous for life after Grand Valley?

Being unemployed. I don't want to be unemployed because I like having money. And that sounds bad. I like spending money to get stuff. So yeah I'd say being unemployed. I like to have money and money to spend. So being employed as an engineer hopefully I have some cash to spend.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

No, I don’t think so.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text.

Three more connections this stakeholder provided:

- This student believes that the Honors College focuses a lot on presentation skills.
- This student’s biggest fear after graduating is being unemployed.
- Feels like he will be prepared in four years to graduate.

Possible next-steps:

- Seeking out information on what skills employers are looking for in recent college graduates.
- Looking into employment rates by discipline.
- Looking into the social aspect of the Honors College.

Dialogue 7

Stakeholder Group/Location: Traditional Student
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: My primary goal with interviewing this stakeholder was to detect a difference between the Honors experience and the traditional experience.
How does conducting this work reflect on your team problem statement? By interviewing traditional students, we can gain insight on the difference between traditional students and Honors students in terms of career planning and utilization of resources.
Summary of Research: The most interesting insight that I gained through this interview was learning that he did not see the Honors College as being an advantage. He did not see any differences between the skills of Honors students and traditional students. The only difference that he mentioned was the rigor of the coursework. He saw there being a disadvantage with dealing with senior projects at the same time as major capstones. In addition, he has been to the Career Center, but he does not feel prepared to graduate.
Important insights: <ul style="list-style-type: none">● He did not think the Honors College was valuable for him due to credits he had brought in already.● He is focusing on close-term goals rather than thinking of the bigger picture.● He mentioned 2 other services besides the Career Center when asked about resources. In fact, he did not mention the Career Center until I brought it up.
Dialogue Questions and Response: Describe yourself as a GVSU student. Like what is your year and your major. I am a junior and I am writing major with an English minor. What about extracurriculars and hobbies? I do not attend any proper extracurricular activities such as clubs but my hobbies include consuming media including music and movies. I enjoy reading. I play a little guitar and I am into fashion.

Why did you decide to come to GVSU?

Initially it was a second choice to Michigan State but I was deferred from Michigan State. Originally I intended to go to G.V. because of its proximity to where I'm from in Holland. And over time I found that I enjoyed the education here and chose to stay.

Where do you see yourself in five years?

I really don't know where I see myself in five years. I hope I have a stable job. But as of right now I'm focusing on a closer term goals. I would enjoy being a document designer, magazine writer, or something.

What about 10 years?

I don't know. No. I see myself as a 30 year old.

What are your plans for after graduating from college?

After I graduate, I plan to follow up on any kind of job searching that I initiated before I graduated. And one hope is for me to move to a large city, perhaps Chicago or New York, Somewhere on the East Coast or Midwest for sure.

How often do you think about your future?

After college. In specific terms not often vaguely somewhat often.

How often do you take time to plan?

Not often.

Do you know of any resources that are available to you here which are meant to help with the transition from college into the real world?

Vaguely I know of the Office of Student Life helps with that. I know the Padnos International Center also has some basic tools. I'm aware of the career internship fairs. And also student groups specifically directed towards a long time.

Have you heard of the Career Center?

Yes I have heard of the Career Center.

Have you ever been there?

Yes I have.

What does the Career Center mean to you?

Career Center is an office that allows either students to find jobs around campus or in the area where prospective graduates to find jobs after they graduate in companies that affiliate themselves with GV.

Is that all that you know that they currently do?

Oh I also know them to provide advising in terms of majors as well as seek careers. I know that they can direct students towards internships and co-op careers and I know they host events to help find those internships and careers.

Did you know that they also offer services to alumni?

Yes I did.

What do you think future employers look for when hiring?

Experience and connections.

Is that all?

The thing that it's predominantly about. Types of skills. That depends on your major. I would assume that proficiency in relevant computer programs for your major would be helpful. Skills with people in your majors like Health and hospitality. For general composition skills, for the Fine Arts stuff like that.

What about a general corporate type skills?

I would say skills with one on one talking with people would be helpful for any kind of profession. Business experience as well as professional writing such as emails and being able to discuss amongst your colleagues and co-workers that would be.

Do you feel prepared to graduate?

Seeing as I don't have my credits. No. But on a more abstract. Sense I guess. No.

Are you eligible to participate in the Honors College?

Yes.

Why didn't you pursue it?

I found that the Honors programs methods of completing gen eds would not have helped me because I had AP credit and I found that the higher amount of focus and labor needed would not be beneficial to my education.

What differences do you believe are there between traditional students and Honors?

From what I've heard Honors students experience a more streamlined education approach in their sequences that merges many general education programs into one half. All the while experiencing a somewhat more difficult subject no education experience catered towards. You also have set senior projects and junior seminars.

Is that all you know?

For the most part.

What advantages do you believe Honors students have over a traditional student?

I suppose Honors students have an edge. In terms that general education might be finished earlier. Or connections can be made to the Honors College as they may seem preferred access to some resources I suppose.

What about in terms of skills that they might gain?

No.

Do you see any disadvantages?

I would say the higher difficulty could be a disadvantage. The requirement of projects and seminars alongside major capstones could be a detriment. And I suppose the fact that it's somewhat cut off from the rest of the university is a bit of a disadvantage.

How would you as a traditional student distinguish yourself from the Honors College students?

Working harder and excelling in typical programs. Working beyond what is expected in those programs.

What skills would you like to learn that you think will help you in your life?

Document design color theory and technical writing skills.

Is there anything that I didn't ask that you think I should? In regards to transition between Honors College?

No.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

He did not have any more suggestions.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes he will. I will contact him by phone if need be.

Three more connections this stakeholder provided:

N/A

Possible next-steps:

- Discuss findings with team
- Why did he bring up 2 different resources before the Career Center?

Dialogue 8

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Female
Primary Goal of this Opportunity: To gain a fresh perspective on what an Honors student thinks of the curriculum and career resources.
How does conducting this work reflect on your team problem statement? By interviewing Honors students, we can gain insight on the issue involving the underutilization of the Career Center.
Summary of Research: This was a very valuable conversation. She described to me the reasons that she felt she was ready to graduate. This included networking events through her club that was in her major. When talking about being ready to graduate, she did not mention any on-campus resources. She also discussed utilizing professors and making connections in lieu of using the Career Center or other things like that. In addition, she did not begin planning her future until her junior year.
Important insights: <ul style="list-style-type: none">● She is prepared to graduate after attending networking events and participating in a club in her major● She did not know where the Career Center even was● She switched her major because she realized it would be tough to get a job in the writing field
Dialogue Transcript: So describe yourself as a GV's you Honor student. So what is your year? I am a junior here. What is your major? Advertising and Public Relations and my minors Writing. Do you have any extracurriculars or hobbies? I'm head of communications for GV's Ad Club. I feel like there's more but I don't remember them now. I just like to hang out with my friends at home.

What does being an Honors student mean to you?

To me it just means that you put in really hard work. You know mainly in high school you know through ACT scores and all that fun stuff. Yeah they put in really hard work and you're able to see some kind of feedback from all that hard effort. Not that other people don't, but it's just great to see that reflected.

Do you think it's just about the work that you do in high school?

No, I don't know. Well I think in terms of how you get into Honors. That's what I was thinking. But I guess yeah now has the Honors. I don't know. It kind of opens your eyes to things like global aspect. In terms of like our sequence and I know a few of the other sequences they kind of talk about issues that aren't just happening in our own country or in our own state but they're happening on a global scale. And I feel like in terms of just like the regular academic classes that like a non-Honor student would take. You don't get that kind of world perspective and I feel like Honors is really able to offer that differing idea of that world, like our country is not just the only country that matters when that exists.

Where do you see yourself in five years?

Hopefully working at an ad firm in Grand Rapids. I'd love to be doing PR or Ad or Copywriting. But in a firm environment you know you work in kind of a team work.

What about 10 years?

Hopefully doing the same. I know that in my field it's kind of necessary to change jobs a lot in order to work up the ladder. So I hope in the same sort of field in Ad or in PR or whatever that takes me to. But I'd love to be working in a team environment you know creatively and you know I don't like anything being stale. So I feel like in an environment where like always moving past that.

What are your plans for after you graduate from GVSU?

I think I'd really love to I mean have a job straight out of the gate. I know that it's not always probable but I think in terms of the bunch of internships and stuff that I am lining up now hopefully I'd love to get an offer from another firm that I'm interning for during this summer. And it's sort of like next summer is like we want you.

How often do you think about or plan your future after Honors College?

Daily. I mean it's the future, something that I feel like is kind of drilled into you right. Because it's like everything that we're working towards and all of our class like a midterm is just a midterm it's a reflection of like you're halfway through the semester meaning you're halfway done here. So yeah daily.

Do you ever just sit down and plan moves to work towards?

Pretty recently a bunch, just because of you know I help with all our events and stuff, it's a lot of networking. And then because you work a lot you're making money moves. So yes through junior year I've been making a lot of plans sophomore year not so much.

Do you know of any resources available to you through the Honors College that are meant to help with the transition from Honors into the real world?

No.

You haven't heard of any?

I mean I know of like professors that I could always reach out to and talk to.

But have you done that?

No. I mean I know Zivi would always be open to talking. But again it's like a lot of the courses I did take an Honors, they were awesome courses. None of them applied to advertising apply to your major and what are you doing.

Do you still feel like those courses were valuable?

Oh 100 percent yeah. Because I feel like I'm a much more confident. I'm able to speak a lot more publicly now and kind of articulate what I want to say better. And also I mean just paper writing in general. I feel like especially in our sequence and practice and theory of rights. Oh my God I don't remember the name. I mean you had to learn pretty quickly how to write a good paper. You know. Yeah. So I feel like yeah those skills are 100 percent necessary but they just didn't apply to my major. Right. Yeah exactly.

Have you heard of the Career Center?

Yes.

What does that Career Center mean to you?

Is the Career Center a place for people who don't have a major go, or am I completely off? I heard the name before right but haven't been there. No. Never.

Is that all you know them to do?

I'm assuming maybe they help with career after college. But I've never, I don't know anyone who's gone there nor have even thought about going there myself because I don't even know where it is.

What do you think future employers look for when hiring students?

I think they look for dedication and honesty/integrity. Yeah just someone who knows their morals and knows what they value and will put in the effort to make the people around them look good as well as making themselves look good. I think someone confident and who knows their own goals and objectives.

Do you think that skills like that may be more important than grades when it comes to employers?

Yeah I well I don't know because I think a lot of the hard work and I don't want to know obviously because I understand that with different classes it's a much harder to get away than it is for others. Right. But I do think just in a general sense you know when you put in the hard work and you put in the dedication and you set goals for yourself you tend to receive higher grades just because you're like she received the

higher grade. Is your goal. So you make it happen.

Do you think that people who maybe develop these skills are already working harder on their grades anyways?

Yeah I mean I don't want to like because I don't think grades define a person but I also think that they're a big part of school.

Do you feel prepared to graduate?

If you ask me a month ago I would have said no. But after a bunch of networking events and kind of getting involved in clubs on campus and I guess just being older in general I think yeah. I don't know if I'm ready like right now. But. You know like you could show me something and be like yes I can make that an ad.

How do you see your time in the Honors College benefiting you in your future career endeavors?

I don't want to negate the importance of all the Honors classes but I keep going back to our sequence and embrace that class literally as it changed me as a human being. My makeup is different. So it's not that our science class wasn't great and live-learn-lead was super fun. But I do feel that it's not really the subject matter has prepared me but I feel like the skills that I learned there and the topics that I've been able to talk about within these classes and our sequence in general has literally changed me. I mean my goals. Look I want to work for a nonprofit now and I never would have told you that in high school. But now after our sequence it's like no, the money does not equal power. And for well it's a government that does. But that's another worry.

Do you think that the sequence really gave you a first perspective on what you can get from the Honors College?

And almost I feel like because of the person that I feel like I came out at the end as I was further able because I went and as a writing major and not really knowing what I want to write about but I came out of that being like whatever I do I want to make a difference. And I feel like my career path would've been totally different had I not taken that course.

Was it just the sequence that gave you that mindset to change to change your major and change what you want to do?

I think so.

It wasn't anything else like you didn't start getting users or anything like that?

I mean I did take a few writing classes but those weren't in the Honors College. I don't know if they apply. Let the record show I'm smiling. Yeah I remember sitting in one of my writing classes freshman year. And there was this girl Olivia and she was a PR major and a minor so that's why we were in the same class. I overheard her talking about how it's really hard to find a job as a writer nowadays. It's really easy to incorporate writing into Ad or into PR. So I literally changed my major the next week because the idea of not having a job writing for me after college scares me so badly.

So you think that the idea of like not getting a job after college is terrifying was what really motivated?

Yeah 100%. I love writing. You know. So yeah. But it's like in terms of career and in terms of being able to be financially stable but also supportive of the organizations that I want to donate to now and then be able to give my time to would not have been possible if you got a job for sure.

How like on an application or resume how would you distinguish yourself from traditional students?

And they do say that I'm in the Frederik Meijer Honors College within GV's University right. Grand Valley State University.

But I feel like outside of that, you don't know what that really means.

Great question. I feel like in essence it's opened some doors because I also feel like the professor I got closest to kind of in my time here in Grand Valley so far is Professor Zivi who taught our sequence just because like you know I did the period drive with her and then I worked as a student research assistant and helped her create a few PowerPoint for her talks and stuff. And it's like if I didn't have that bond I don't know if I wouldn't be as I don't want to say well-rounded because I don't think I'm super well rounded. You know I was a senior research assistant on my resume. My wife was like oh I was the event coordinator for the period drive on my resume and I feel if I didn't have the Honors College and am able to form that bond with those professors I wouldn't have it at all.

If you could change one thing about the Frederik Meijer Honors College what would it be?

I don't want to get into specifics because I totally understand the idea that being well-rounded student means you're understanding science and you're understanding art and you're understanding you know theories of self and stuff. But I did feel like so because my major isn't science and I don't have to take any science classes for my major and come into any science credits. I think normal school curriculum is like oh you take like one science lesson you're good because it was Honors. I had to take a full year of science as I really did end up liking the science courses. I don't want to bash them too much by it. I just feel like in the absence of things it was a bit of a waste of time. You know in terms of working for classes in college yeah. Yeah. I mean you don't need to have science to would be a good PR. Person doesn't make sense. So do you not think that those classes were valuable. I think they were fun and I met a lot of really cool people and I liked my professors and stuff. But in terms of being necessary to who I want to be as a PR person I don't think they were necessary.

Is there anything that I did not ask you that you think that I should have that would be valuable here.

No.

Stakeholder response to "what is the one thing I didn't ask you that you think I should

have?”

Did not have a response

For Dialogue: Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes she will, by phone.

Three more connections this stakeholder provided:

- Offered the name of another Honors student I could talk to
- Mentioned a professor we could talk to

Possible next-steps:

- Perhaps get the insights of a sequence professor
- Definitely look into how the Career Center advertises their services – she did not even know where it was
- Compare planning method between a junior student and a freshman student, in terms of their future

Dialogue 9

Stakeholder Group/Location: Honors Student
Estimated Age: 20-30
Gender: Female
Primary Goal of this Opportunity: Speaking to an Honors student who is a sophomore will give us insight on what younger students are doing in terms of planning their future.
How does conducting this work reflect on your team problem statement? We can gain insight into the experience of a wide range of Honors students which will help us develop a solution to help Honors students transition into the real world.
Summary of Research: This person was the first person I talked to who really felt prepared to graduate. She spends time each week planning her future and thinking about what she wants to do. She researches programs in what she wants to do. In addition, she does not use advisors because she found that they do not provide information that she cannot find herself online.
Important insights: <ul style="list-style-type: none">● She plans her future quite often by herself, without the help of advisors● Her main focus when planning classes is graduating on time● Believes she learned valuable collaboration skills in Honors courses
Dialogue Questions and Response: Describe yourself as a GVSU Honor student. What is your year and your major? So I'm a sophomore and my major is writing my writing and my minor is Chinese language. Any extracurriculars and hobbies? I do have those. I am a writing consultant. So that's the main thing that I do. I also sometimes go to queer and trans people of color and do stuff with LGBT Center. That's the main thing in terms of extracurriculars. What does being an Honor student mean to you? Well when I applied to Grand Valley I was encouraged by like a high school teacher to apply for the Honors College, and looking into it I guess I just saw that it would be like

a very efficient way to get a lot of my credits like gen eds out of the way. And I thought that it would be a good way to keep myself like challenged going into college. And like I also liked the idea of like the Honors sequence. So those were things that I liked about the Honors College; and also the dorms I liked the idea of really nice Honors dorms too.

What did the teacher say to you when encouraging you to apply?

Yeah well she was saying that she knew the guy who was in charge of the Honors College at the time. I forget his name Dr. J Yeah. Dr. J, and he was really cool and he loved when students from like our high school applied because he knew that like all of us had like really good work ethics and stuff.

What high school did you go to?

City High in Grand Rapids which I guess is a, quote, unquote, like academic focused high school. Yeah but she just said all the kids who had been through the program that had gone to City before had really enjoyed the Honors program.

Where do you see yourself in five years?

I'm 19 now so I guess that puts me at like 24. And I would be graduated by then I would have had like one year. I've been out for one year. Right. So one of the things that I'm interested in is after graduation going to China and teaching English as a second language. So depending on this timeline I guess I could be there doing teaching. But I also am interested in graduate school. So I was considering you know like graduating undergrad then taking a year to go and teach and then coming back for graduate school probably in a writing like Master of Fine Arts sort of capacity.

What about 10 years?

I'm not sure I've got that figured out yet. Ideally in 10 years I would be working as a fiction author freelance and also like doing novels and stuff like that. I would like to be pretty financially secure and stable. But I'm also not sure. I could end up maybe teaching or doing something like that maybe coming back to college and academia. So we'll see.

What are your plans after you graduate from GVSU?

Right now I'm thinking like I mentioned before maybe teaching English as a second language in China and maybe doing something like Peace Corps or something like that. Some sort of broad focus like teaching.

How often do you think about your plan your future after Honors?

Oh often. I'm very Type A. So like I'm almost all of the time thinking about it. I would say like, I don't know, three or four times a week. I'm figuring out O.K. I want to do something that will set me up for like success or whatever.

Do you ever take time to just sit down and plan? What kind of things do you do when you do that?

Well one of the main things is all planned out my next couple years in order to ensure

that I'm going to be graduating on time. Everything that I'm doing like is setting me up for what I want to do in the future. Also do a lot of research. So I'll just like look like programs to teach abroad or Peace Corps or graduate schools or stuff like that I'll make a lot of lists. I also do use like my banner when I am like planning classes and stuff like that Mypath. Yeah the Mypath that's really helpful. It really is. It's like a really difficult to use interface.

But it's super helpful. That's all that I've used. I've never gone to an adviser.

I mean you look at that and that's really all I need.

So I guess why haven't you ever gone into an adviser?

I did once, I think early freshman year but I found what they told me was literally nothing that I could have figured out for myself online. Yeah. Yes. So once I figured that out it was like occasionally I'll pop into the Honors office for like walk in advising but that's usually a lot more based in if I'm looking at something on my banner and like sometimes I can't tell it's like O.K. something is counting towards what I want I'm thinking it's counting towards all like go in and be like okay I just wanted to check that this counts right. But other than that I'm not like hey what should I be doing. Yes.

Because you're mostly it sounds like focused on graduating on time?

Yeah, yeah.

What resources do you know of that are available to you in the Honors College which are meant to help with the transition into the real world?

I'm not sure I really know any other than like advising. I know they have like an Honors newsletter that comes out that like sometimes has stuff about alumni and different stuff that maybe you can do after college.

How often do you read those?

I glance through them. I don't read them thoroughly. If there's something nice I spot that looks interesting I click and look and look more. But normally not super early or anything.

What do you know about the Career Center?

I think I get emails from them kind of just skim those too unless something looks interesting to me. I don't look that hard. And I have never actually gone.

What else do you know of them?

I just know you can go there to get advice. I also think I think you can bring your resume in there right? You're giving your resume and then they can look at your resume which I think would be a really good resource. I just haven't had to do that. Yeah I think they might also offer stuff like once you've graduated.

What do you think future employers look for when hiring students like post graduation?

Being able to work in a team like adaptability. I want to say like knowing a lot about the field you're going into, but also being ready to like learn new things and be able to go through the required training and stuff. I know not everyone looks for this but like also like a language component can sometimes really help depending on what type of thing you're going into. For me, doing writing and being open to various different ways that I could implement writing into a future career. Like I think having a language can be really beneficial for that.

How prepared do you feel to graduate?

Well I still have two years ago so not very prepared but I think say I just graduated right now. I would be able to find a job and started to take care of myself.

Do you feel like you're preparing enough at this time?

Yeah I do feel like I'm preparing enough. And I feel like by the time I graduate I will definitely be prepared to take off for sure.

How do you see your time in the Honors College benefiting you in your future career?

Oh I think well personally I had a really good experience and my Honors sequence.

I work in the *Middle East: Beyond the Headlines* Honors sequence. And I learned a lot in that class.

I think it kind of opened my mind to a lot more opportunities and experiences that were possible for me. And I think I just learned a lot of really cool stuff.

So I think on some of the Honors classes that I've taken have been really beneficial in terms of just teaching me a lot more about the world and about how much is really out there. And I think Honors College just in terms of like technical stuff like I feel like right now I would if I keep going with the amount of classes I'm taking which is like 15 or 16 credits every semester like I could graduate a semester early. I don't think I'm going to do that. I think I'm going to spread it out a little bit. But I think being a part of the Honors College made it easier for me to get a lot of my gen ed credits done so I could start working on my major and minor classes a lot more. Yeah.

How would you like a job application on your resume and distinguish yourself from a non-Honors student? Like if you write down Frederik Meijer Honors College? What does that mean? How would you articulate that?

Look you are always going to do like a little bullet point under that that explains. Like. Sure. I guess I would be like oh the Grand Valley Honors College taught me like I don't know. Now I'm like blanking. I guess for a future employer I would say like what it taught me how to work with other people. I've done a lot of group work and collaboration in my Honors classes. And I think they like set me up really well to be able to start really working in the specialty areas that I want to work in. In terms of getting me through my genetic courses fairly quickly. And then like I guess I would say with the advising they were always been really helpful and like guiding me and they've taught me like how to distinguish like what's important values I should be like working on anyone other stuff and you shouldn't worry about.

What do you think those important values are?

I think they like push a lot of really good stuff when it comes to like open mindedness and working to understand other people and the critical thinking skills as well.

I you could change one thing about the Frederik Meijer Honors College what would it be?

I'm not sure that I would really change anything at least not at this point in my career. Maybe. This is such a tiny thing but maybe I would have more Honors science courses to choose from because there's not a ton. So I kind of wish that there were more options when it came to that. Or like a few Honors sections of like non-Honors science courses that might be interesting.

Are there any skills that you would like to learn that you think will help you in life after college is like still in your college career?

Oh I think specifically not really I can't think of anything.

Is there anything that I didn't ask you that you think I should have?

No you covered like all the bases.

Can we reach out to you for a follow up questions?

Yes.

Do you know of any other people that we can talk to about this?

I mean I have a lot of friends in the Honors College so I can definitely give you their names if you need it.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

She did not have a response.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, by phone.

Three more connections this stakeholder provided:

- If we need them, she could provide names of friends to interview

Possible next-steps:

- Ask advisors what they think about MyPath
- Look into making a more effective communication between Honors College and students; students don’t tend to read the emails

Dialogue 10

Stakeholder Group/Location: Career Center
Gender: Female
Primary Goal of this Opportunity: To learn about the Career Center and gain insight on how they reach out to students, what the average day is like, and an in-depth description on the resources they have available to both current students and alumni.
How does conducting this work reflect on your team problem statement? It will help us learn what we can offer to Honors students and how to get them better connected to these services.
Summary of Research: From this interview, I learned about the ways that the Career Center connects with alumni, how they assist students with finding their ideal career and other job information. Some of the things the interviewee mentioned when it comes to employability would be there is a major value in internships. Not only do they provide useful experiences as a resume builder, but it also helps you figure out what you want to do, whether it would be in your major or a completely different major altogether. Along with this, they also mentioned how important soft skills are and to be able to clearly demonstrate these skills.
Important insights: <ul style="list-style-type: none">● Internships are very valuable for figuring out what career path you want to pursue● The Career Center is very active in getting connected with students● Soft skills are very important to develop and demonstrate to employers
Dialogue Questions and Response: To get it started we were just wondering how long you've worked at the Career Center and like what really got you to start working here? It's a little bit of a long story only because I just started last year and I started as an intern. And so I started in August of 2017 as an intern and I completed that in December of 2017 and then they hired me as an adjunct. Which means it's like a temporary role from January through April. And then I applied for a permanent position. And I got that in June. So I've been here for a year roughly but not necessarily in the same role and I had a couple breaks in between when I was applying for the new positions.

What did you do during these breaks?

So I didn't really have one between the internship and the adjunct position because basically the end of my internship they already had talked to me about an adjunct position. So I think the only time was I had a couple of weeks during Christmas that you know I wasn't working, and I knew that they were working on that for me. I wasn't stressed about looking for other jobs or anything like that at that point. Then when I was adjunct though nothing was guaranteed that I was going to be able to stay or how long I would be able to stay. So I was looking for jobs throughout. And luckily one opened up here that I think it, I think I applied in March and I was applying everywhere else to though, because I didn't know for sure get it. And I didn't want to have my adjunct position and then did not have anything. So in the months between my end of my adjunct position and getting this position I was interviewing at other universities, so I had an interview at U of M and that I had two calls from two other community colleges that I ended up not going to because I accepted this position by the time they called me. So, so that kind of break in between was just full of me applying and interviewing and all fun stuff. But it worked out great because this was my first choice. This is where I want to be. So sometimes when you interview it's kind of tough because you don't want to just apply to one place and put all your eggs in one basket. And this has happened to me in the past not with the situation where the job I wanted most didn't tell me first, if that make sense. So like my second-choice pick offered me the job first and then I had to decide if I was going to take it or wait for the job I wanted the most. So you might find that you will be in that position someday too and your kind of just have to weigh your options and decide. But luckily Grand Valley is what I want the most and are the ones who offered me a position first, so it was good. Before that I was a teacher and I taught in elementary, so sixth grade, second grade and first grade. When I was teaching, I really liked working with students. I liked working with parents. I liked working on committees with my colleagues and doing professional developments. But I didn't love being in the classroom all day. So I just was kind of brainstorming. What were some jobs I could do where I could be working with students but not in the classroom? And I called the Career Center at Grand Valley because I was an alum and I talked to one of my colleagues now, who, he, I kind of asked him like how I can do what you're doing basically, how can I work with college students in more of an advising setting. And so he connected me with a director of the Career Center, Troy Farley, and we talked on the phone for a half hour and Troy invited me to come in and do a job shadow for a day. So I came in and did a job shadow for a day. This is all while I was teaching. And then that went really well, and I really liked what I saw. And so they were like why you don't do an internship in the fall? So I quit teaching and came and did the internship while I was finishing up a master's degree in education and that's where that whole journey started.

Wow that is a journey.

Yeah it was. It worked out really well though.

I can kind of relate with, like not getting your first pick type of thing and having to wait because when I was first applying for colleges. I was waiting on MSU to get back to me because I was waitlisted there. And then like it was like down to

the last draw, so I said, O.K. I'm just going to go with Grand Valley. I'm happy with it. Literally the next day I got a call from MSU saying I got in and I was like well it's a bit too late.

Yeah I just heard from someone else that like this year, this fall they found out they were waitlisted at MSU like they found out last minute and so they ended up switching their plans like two days before the semester and went to MSU. But that would be so stressful. Yeah so that happens with jobs too and you want to be professional. If you say yes to a place you want to make sure that you're going to honor that commitment. So sometimes you just have to go second choice or take a risk and say no. Yeah totally just yeah. You have to kind of figure out where you're at and what's best for you but it's stressful.

Obviously you say you're an alum of Grand Valley. What did you go here for and how long did you go through your program?

Yeah so I started my undergrad and my master's degree is here. My undergrad was, I changed my major about ten times. Not literally, but probably, well probably about 6 times if I'm being honest. I came in undecided and that I was, I think probably education first, which is kind of funny because that is where I ended up. But I took an introductory class and said I don't think I want to do this. So then I switched I think to English and then I switched to psychology and then statistics and then went back to English and kind of flip flopped all around. But I still finished in four years and I finished with a psychology degree. I was statistics toward the end. My plan was to be an actuary and so I had an internship between my junior and senior year at an actuarial, at a company where I could do actuarial science and I didn't really like it. I love the experience and I'm really glad I did the internship, but I just realized I couldn't do that for 30, 40 years. It was good that I did that but then of course my senior year I was a little bit thrown back because my plans had changed. So that's why I totally recommend internships and job experiences like that throughout college because then you can get a feel for it before you enter the workforce and you don't want to hate what you do. So I switched to psychology so I could still graduate in four years and then I kind of figured I'll figure out what I'll do from there as far as master's degrees and things like that and I graduated with psych degree, took six months where I was just working as a waitress and kind of planning what I wanted to do. And I decided maybe I would go back to education because that was my original plan. So I joined the GTC program here at Grand Valley which has a graduate teacher certification program. It's a year-long thing where you get two thirds of your master's and a teaching certificate in a year. So I came and just took a year's worth of classes and then had my teaching certificate and then I only had like six classes left to take, and I would have a master's degree in English. So I taught for four years, took those classes and that's when I decided to switch to higher ed. So it all worked out, but it was kind of like a weird path that I took because now I love my job and I can't imagine doing anything else. But it wasn't really a straight path to get here.

You mentioned you really recommend internships so that people can figure out what exactly they want to do. How would you really accommodate for that with the Career Center for people that are usually like freshman or sophomore and

don't really know exactly what they want to do yet?

Yeah that's a great question. So you're wondering if you're a freshman or sophomore and you don't know I'm going to go you can't get an internship for every possible thing, right? So what we would recommend for that are a couple of things. One is informational interviews which you're not going to get as in-depth of a look at a job as you would an internship, but you say you're going to get a better taste than just reading about it on Wikipedia or whatever. So with those it's you know you find someone who's doing what you're considering and just asking them questions like, what do you like best about your job? What don't you like about your job? What career or education did you have to have to get to this point? You know what opportunities for advancement in your career are. So you're asking all these questions that will hopefully help form a picture of that career. And then if you like what you hear, then you can turn that into a job shadow. And so for freshmen and sophomores that's not a huge time commitment. It's like you could do a 20-minute informational interview. If you like what you hear maybe they'll be open to having you come in for an hour or even a day. And again that's not like a super big-time commitment and you can do it with a bunch of different people and a bunch of different industries and just get a good feel for, a snapshot of what it's like. That's what I did this position. I had the informational interview basically with the director and then I came in for a day and you do get a pretty decent feel for what it's like because you can see other offices around and you know talk. I just interviewed everyone who works here. So for freshman and sophomore that would be my biggest thing, even if you do have a major, still kind of explore around and do some job shadows and things like that so you can see the differences, like even if let's say you want to be in management, wait no. Marketing you said. You know going to different companies and seeing do you want to work for a small company or a large company and looking at the different varieties so when you're applying for a job you know more what you want.

Do you help connect other students with those different jobs in those sectors?

Because I mean some people wouldn't really know where to look.

Yeah that's something we help with. So networking is a big piece of career in general so, not only just getting a job but also the whole exploring part is networking and connecting with people. So we help students sometimes we will directly connect them with someone. So if you are saying you're interested, I work with students in social work. And so if you're saying you're interested in working as a case worker or something I might connect you with my, someone I know who is a case worker and have you just do informational interview like I said and then it's kind of up to that person and the student to go from there if it's going to turn into a job shadow or an internship. But we help connect students with specific people to do those informational interviews, kind of introduce themselves. We also show students how to utilize things like LinkedIn, where they can research and look up other people. Typically we have students research Grand Valley alums specifically because you're already going to have a connection of being Grand Valley people. So I would say, you know, you can look up all the Grand Valley people who have graduated from Grand Valley with a marketing degree and see where they're working. And if someone's doing something cool that you want to talk to them about, just connect with them through LinkedIn, say

you're a student, and ask them some questions. It feels uncomfortable for students. That's why we're here to help encourage that and let them know that it's not weird to do because people really like to help students especially. And you know I think it's almost not flattering, but when someone asks you for your opinion and wants you to talk about what's, like right now like it's fun to talk about yourself and reflect on your job and things like that. And so I think most people enjoy doing that. So we just help students with all those aspects of meeting people and connecting with people.

I know there's like a LinkedIn premium account. Is there a way that Grand Valley helps students with that? I know it helps with their careers. Do you know if there's anything available?

Good question. I don't know if we have anything available. I don't have a premium account and I'm fairly certain most people I work with don't, so I don't think that, like that might be something we could help with if a student specifically a reason had why they wanted or needed that premium account. You can do a lot with just the free normal account. So that could be something that we do. I'm just not aware of it. But as far as I know most people do not have a premium account who I've interacted with.

How would you describe your activity in getting students to come to the Career Center?

We do have a Marketing Committee which I am on. I think it's about six to eight of us. It fluctuates depending on interns that we have and things like that, and we do have a marketing intern. It's always a student at Grand Valley who comes and she or he, right this semester it's a she. She works 20 hours a week. And so we can give projects like social media. She handles social media, designing flyers for us, things like that. So on the Marketing Committee we try to come up with fun things to do. We gave out donuts, I think I talked to you about before, to promote the Career Center. Just today they're doing a, the students who work in our office, are doing a Handshake campaign where we ask, "So Handshake. Do you know what Handshake is?" We just rolled it out this year. It's brand new. We're trying really to get students to log in and engage with it. So we have a chair that's in the shape of a hand. It's yellow.

The one that's outside the door right?

Yeah. So today some of our students have been taking the chair and moving it around campus. And it's supposed to be a scavenger hunt so Grand Valley students who see it take a picture, a selfie with it and can use the hashtag, I forget what it is, like GV Handshake or something like that and then they're going to choose winners from the people who have taken selfies with the hand and they get prizes. So just kind of, you know, we try to engage students in different ways so that they know that A) we exist and B) the different things that we offer. So you know there's a lot of different things that we do. Some work better than others and that's definitely a constant battle for us, is getting our name out there. I think a lot of students still don't know what the Career Center is and so that's why we have a whole committee just specifically for marketing.

What would you say is the best way that you reach out to students? I know you mentioned it the last time but I just to kind of recap on it.

So you're talking about being in classrooms? Yes so that's another way too, is trying to, the advisers and the Career Center. We all have our own majors, so I said social work is one of mine, I have six total. So one of the first things we did when I got this position is reach out to all the chairs in the departments that I work with and some of the internship coordinators and things like that, and just let them know who I am and the services that we provide. So something we do is go into classrooms to give presentations on either resumes, interviewing, networking. There's kind of a huge list of different things we can talk about depending on what the faculty member might need for their class. So that's a big part of how we get our name out there. It's just by connecting with faculty first and then going into classrooms and meeting students that way.

How many companies and graduate schools are you in contact with? Like whether it's in Michigan or even outside.

I don't know that number, but it's a lot and Handshake alone, I think we have about 5000 companies that we're connected with. And again Handshake is very new. So I'm sure that we'll just continue to grow. And those are all people who you know, Handshake is a tool to search for jobs but it's not like Indeed where just anyone can post anything. They have to be approved by the Career Center staff in order to be able to post things so A) that helps with students not having to worry so much about scams and things like that, and B) it does form a connection with those employers, so we have our big career fair coming up on Tuesday of next week. We have 230 employees coming to that for example. So those are employees that we have a very strong connection with who come to our events and that's another thing too I forgot to mention earlier with how we connect students to employers is through our events like our career fairs. So yes I couldn't tell you the exact number of employers but it's a lot. We have a team specifically created specifically for that, for employer relations. So there's three people who work in our office who, that's their job, like they don't see students as often as I might. I'm an adviser so that's a big part of my day, is the students. They are more so on the employer end, trying to reach out to employers, create events with them, establish relationships, things like that. So as far as grad schools. That's last I think of what we do, but we do definitely help students with learning about different grad schools, helping them apply to them, but we don't necessarily, we do connect with them. But I think it's more of typically more of like a symbiotic relationship you know. We have an event that they may want to take part in or they have an event that we might want to take part in. So sometimes it's kind of more on that level where we're working together to help students if that makes sense.

You mentioned the relationships you have with a different company. Actually I was wondering what are some other requirements that certain businesses have for getting onto Handshake and getting approved?

Like what our requirements for employers? So that's a good question. We don't have like, as far as I know we don't have a specific list of like you must do these things to qualify. Handshake has been around for a while and a lot of other universities use it. So one thing that helps us with approving one is if they've been approved by other universities and we can see that. So if a company has been approved, it will have like a

high percentage of approval rating I think. And so if it's like 2 percent that means that 98 percent of other places have not approved them so that's a big red flag for us. So we look at things like that. We look at a course if we know of the company. We know that they're legit companies we will accept them so it's not like it's super hard, they don't apply or anything. It's mostly us just checking that they're a legit company and that they're not going to try to take advantage of students. So it's when we have a company that is new or unknown and maybe hasn't been approved by anyone yet because they're new and we haven't heard of them. That's where we have to do some research and kind of look into the company to see if it's something that is safe for students to apply to and work with.

Yeah I would definitely recommend Handshake to all the students.

And we can't guarantee that there won't be something and we just hope that students will let us know if that's the case. We do our best. We, I mean, we have to approve every single company. So you can guarantee that we're going to look at every company that comes through. There's not going to be anyone out there that we haven't seen or approved, but there might be someone who just has a really good job of hiding the fact that they're not legit or something like that. I think that's going to be super rare. But in that case we definitely get feedback from students and there is a feature on Handshake where you can review companies so that I think, will be helpful because we go over those reviews as well. So that will be helpful for us to see if there's anything like red flags that we need to look at.

Can you just touch on what services the Career Center actually offers?

Yeah. So I'll start with our individual advising sessions. That's, I want to say, maybe the bulk of what people like me, the advisers do, is one on one advising. So with that you can come in for career questions. You know, I don't know if I give this example to you guys where I just recently had someone call and asked about how they could quit their job. They you know, they wanted to know if they had to do it in writing and all these of details. So you can literally ask us anything about career. I've had students come in before with those kinds of problems we talked about earlier where maybe they have gotten an offer from their Plan B and they don't know if they should take it or not and things like that. So we help with any kind of career question. We help with networking, so a student might make an appointment for networking and we can teach them LinkedIn and we can maybe connect them with specific people in the field they are interested in. Even, I had a student come in here for half an hour just drafting emails together. She wanted to reach out to some faculty on campus and some employers. And she just wanted to be able to do that with me there, so she can write the email I could look it over to make sure it sounded professional and everything like that. So we really help with any kind of aspect to do with networking and talking to other professionals. We help with, students can make résumé appointments. That's probably our biggest service, students coming in for us look over their resumes or cover letters. So we do like editing and we also do help them with content and things like that. Interviewing students. Students can come in for mock interviews. So that's a whole hour that they get one on one time with an adviser and we ask them questions and they answer like it's a real interview and then we give them feedback. We do help

them look for internships, so we can do tutorials on handshake and show them how to utilize that as a search function and then also how to use LinkedIn as ways to find job opportunities. Point them in the right direction for what events they might go to that would help connect them with people in their field to get jobs. So we do all that in our one on one sessions. There's probably more info reading too. But basically anything career-related. And we also do events. So that's a big part of what we do is put on events, connect with the employers so that they will come to these events and then promote them. So we have a huge career fair and it's our biggest one of the year on October 16th, so on Tuesday. And then we have smaller ones throughout the year too. It might just be like careers in finance or we have a Marketing night, I don't know if you went to that earlier this year.

No I couldn't because of the class.

Okay well if you, if it works out for you we'll have it next year too so that might be something to keep on your radar. So we put on smaller events. We also plan "how to's", like how to network. We'll have like a workshop for just that for students who can come voluntarily and that's a chance for us to reach out to 20 students at once versus one on one. Then we also do presentations in classrooms. We do drop in advising and we've shifted the format of that. It used to be time where a student would come in for 10 minutes and ask a question and leave and we switched to a more career lab format where, think of the language lab, where you can just go and work. And we don't want students to feel rushed we want them to come in and ask their question, work while they're there. Then we can check back on them, see how they're doing. So we want more of a working environment, so we have popcorn that we give out, and mints, and like a coffee machine and things like that. So just try to make it welcoming for students to come and hang out and work on resumes or whatever they need to work on. Those are our big one's: events, drop-ins, advising sessions, and presentations in classrooms and things like that. So that's the bulk of what we do for students I would say, and then there's of course the little things here and there that might fall outside of that.

With the workshops that you do, how long do those usually run for? Is it just kind of like open platform where you're just kind of there and whenever someone has a question like they just raise your hand and you come and help them?

So workshops can look very different depending on what the situation is. I did one the other day for women in gender studies, a faculty member. They wanted me to present to a group of students and so it ended up being more like a presentation, but it was an hour and a half. Students were provided food. They got to eat. And then I would talk about resumes, they asked questions. It was really collaborative where they were asking a lot. And you know it was kind of a back and forth versus just me presenting at them and a few brought their resumes to work on, after I was done presenting, that I could go around and help them. So it's usually a mixture of presenting and then at the end more like independent work with people, an advisor or maybe career connectors which are student helpers walking around and giving advice and things like that.

How often would you say that students utilize the Career Center? Would you

know separately the numbers for Honor students?

I'm not sure if we have that data anywhere. It might be something that's available, but I don't know the exact numbers of that. I do know that students in your class told me how my boss mentioned that students in the Honors College are less represented at the Career Center than other students. I think students in some majors use it more than others. There are, like majors, like engineering, where you're required to co-op and things like that, I think come into the Career Center more often because they have to have their resume ready and applying to places earlier on than other students. Some students, like when I was a psychology major, I never came to the Career Center. I should have. But I didn't even know it existed because there wasn't any internship component in my degree. There wasn't anything that kind of required me to do a resume or anything like that. So again I'm sure I would have benefitted if I came but, you know, I think again there's just some majors that, it's kind of more built into the curriculum. Yes I don't have that exact, I don't know the percentage of our student body that comes that would be interesting to know. Again that would be something we have access to, but I guess, we do have access to that because I can tell you how many of a specific major come and then just take that from the majors, so I know for example, you know, this is made up, but like I can say there's 10 students of the 100. What's a major that would have 100 students in it? There's probably like 500 social work majors and I know that 100 have come in the last year. So like we could figure that out. Those are made up numbers, but I don't know off the top of my head what our percentages are.

Do you offer different resources for the alumni and what would they be?

Oh yeah. So alumni. What's nice about our school is that Grand Valley doesn't have a cap of when you can come. So if you went to Grand Valley, you can come back to the Career Center at any point. Even if it's been 20 years since you were a student here. I know, U of M, for example, they have a year and a half you can come after graduating. And then you can't come to their Career Center anymore after that which is unfortunate because a lot of people, I think especially the younger generation, switch their careers a lot. I mean it's rare now to have someone stay in the same field for 30 years, so I think it's great that we offer those services, and we offer the same services to alumni as we do to undergrad. So alumni come to our events, they can come in for one-on-one advising, they can do drop ins. I don't think there's anything, I mean if they aren't taking classes obviously they're not going to be sitting in on our classroom presentations. If we have a workshop or something, they can come to those, so really anything we provide to undergrad students, alumni can come as well. Yeah I mean I always try to tell students, if they're graduating and they don't have a job yet, once you graduate you can still come back. Don't think that you can't get help once you're leaving Grand Valley.

So like if someone moved far away, but then they still wanted to come in contact can they just like call or something like that for more information?

Yeah that's a great question. Actually our rule of thumb typically with alumni is to set them up with a phone appointment first because we know most alumni either live far away or have full time jobs and it's harder for them to come in during a business week.

That's how I got this job basically to switch careers, was by calling the Career Center. Since I was an alum, I had a career, or a phone appointment first. So I did an hour-long phone appointment with an adviser here. And that's when we kind of set up for me to come in. Well, actually for me to call the director. But anyway. So we allow for, students can do phone appointments too. That's just less common, but for alumni that's typically our first thing that we have, is for them to do for an appointment and then if they decide they want to come and see us face to face. They can obviously do that.

Would you say that the phone appointments have like a different effect than actually coming in?

I think it probably depends what kind of learner you are. So it depends what kind of questions you're asking. Overall I don't think it's a huge difference. I think a phone appointment is perfectly fine. I think with things like resumes sometimes it's nice to be sitting next to someone and kind of looking at it together and kind of bouncing ideas off of each other. But it's a little bit more difficult to do that but you still can have it pulled up on your computer while you're talking to them. That's just not going to be as collaborative I think. And then the other one that may be difficult is if you're showing, if you want to show an alumni how to use LinkedIn, for example, or things like that where it's sometimes better to have the visuals, but overall typically when I talk to alumni it's been more so about different options they have and different resources I can let them know about. And it's just as easy to do that over the phone as it would be in person.

How would you describe the difference between Honors students and Traditional Grand Valley students that come through here?

I was asked this before and I don't know that I have a great answer because I just, I think partly because I've only been here a year and have less collective knowledge or experiences to compare the two groups. Really today I have seen quite a few. What's funny to me is that my gut told me that Honors students came in more often than other students because I feel like I do often see resumes that have that listed. That's the only way I usually know if the student is in the Honors College. If it is on the resume. It's not one of the questions I ask or something when they come in. Probably something I should ask in case they don't have it on their resume and they should put it on. So yeah I don't know that I have enough information to really give you specific differences. I think, from what I've seen, the limited stuff I've seen, Honors students typically have their resumes really well thought out and laid out better compared to some other students, so they seem to come in fairly prepared. That's probably the most I could really say but.

What skills or qualities do you think that employers tend to look for in students during the hiring process?

There's a list. So there is research. There's been research done on this and employers are looking for I think it's like 8 top skills. And I don't have them all memorized but I know that there is some of the skills are leadership. Like soft skills, so you think sometimes students, I think stress a lot about what their major is or what kind of specific knowledge they have in different fields. But really important to employment

as well are soft skills, things that sometimes are hard to learn in the classroom. So leadership, communication skills, being able to work in a team. What are some of the other ones? I think there's 8 main ones and they're pretty much all skills that you can get in any field. And you know you just have to kind of develop those through your classes and through experiences outside of school. So internships. That's why it's really important for students, not only to get experience, but to build their resume. Employers like to see internships, they like to see that you've got, you know, some work in the field because that's when they can really kind of see who you are. Yes I think the skills that employers want are those skills that, you know, you can have in any major and if you can demonstrate that you have certain skills you could be hired somewhere. Of course it's not like engineering or nursing. You're going to need a specific skill set, but like marketing, as an example, I know a lot of students. I was just looking up German, no. French majors because that's one of my areas, is French, and so I was looking at LinkedIn to see what our alumni are doing because I was just curious, you know, when students graduate with a French degree from Grand Valley, what jobs they have, and one was in marketing and she didn't have any other major. She didn't have any other degrees or anything like that, but she had, when she was in school, she had got an internship in the field and got her degree in French but had that great experience as a student and got an awesome job. I have another student who is a buyer for Meijer who I think was also a French major. And so it's just like you can do a lot with a lot of different majors, just kind of figure out what experiences to get to help you with that.

And what would you think from your experiences in the most versatile major?

Well it's a good question. I don't think I could just say one. I think any major that doesn't have the name of the job in major. So think of all of our liberal studies majors, or liberal arts majors. Lib studies as well, but liberal arts majors so psychology, sociology, philosophy, all of those I think are scary to students because, what am I going to do if I get that degree? But it's, so it's scary in that way but it's also very flexible because like I said you can kind of just pick and choose. Well what do you want to do with that, and then try to get volunteer experience or internships or working experiences that will help to build that resume and show that you can do whatever job it is you want to do. Like marketing too. If you have a marketing degree there's so much you can do that like, you're going to have a great business background, so you might find that in 10 years you're doing something that you completely didn't think you'd be doing. But you love it you know. So I think there's a lot of degrees. Most of our degrees are very versatile. I think you know like, teaching, you're going to be a teacher. But even look at me right now, I'm currently not a teacher but my education is for K-12. I didn't do any higher ed education so there's still, you can still have flexibility depending on internships and things.

How many jobs do you place students in each year?

That's super hard to quantify because we do a lot of things that help with the transaction but we're not necessarily like giving students jobs. You know so it's very hard to say. So like if I have a student come in and I look over their resume, help them with their resume for specific job, I help them write a cover letter for that job, they come in and I do a practice interview with them for that job. Maybe it's someone they

met at a career fair and then they get the job. Did I get them the job? No. So you know we can't really say that exactly because we don't get students the jobs, we just give them all these tools to help. So yeah I don't know how we can quantify that.

So it was more just like getting them connected with the knowledge and experiences so that they can kind of figure out what they are going to be doing?

Yeah and giving them the right tools that they would need to be successful whether that's just like tips on interviewing and things like that. But again we can't say for sure that it because they came here that they got a job, but we like to think that we definitely help with the process.

What skills do you notice in Honors students when they come in? Is there anything different that separates them from traditional students?

Yes so like I was saying I think the main thing I noticed is the quality of their and I'm using resumes because like I said that's usually the only time you know for sure that they're Honors students. Interviews too. I would know that because usually they give a resume that I look over while we're interviewing, but I haven't had as many of those, so mostly I'm just thinking of resume appointments and their resumes typically are very well laid out. They have a lot of great experiences on there. So another thing too, other than being prepared, is also maybe having a lot of experiences from university, rather than just going to class. Like I was one of those students who, I did not take full advantage of my time as an undergrad. I just was a student and then I was a server on the weekends and things like that, but I was not on organizations. I didn't do a lot of things I could of. But I feel like Honors students maybe have a leg up on that or maybe more involved in the campus and things like that, if that makes sense.

I get that because I mean you kind of get so caught up doing other things that you don't really focus on, oh I can probably do this organization because there's so many to choose from to. So hard to pick. So how do you best accommodate for students with majors that have a broad career possibility? I know you touched on it.

Yeah. Well that's mostly what my majors are. So social worker actually is still very broad. There's a lot you can do that. But it is a little bit more specific like if you are social work, you're probably going to be a social worker. But all the rest of my majors are a lot broader. So I have philosophy, I have sociology, anthropology, languages, Women and Gender Studies, so with all of those, with students I just like to first give them an overview of some examples. Right now, the reason I was researching alumni who studied French is because we're creating documents of the Career Center that compiles where alumni have landed. So that's one thing I do, is do research, and see other people who have that degree, and what they've been doing, and I can use those examples with students and say you know here's what this alumni has done and here's what this alumni has done. You know here's an organization that has hired people with your major. Just to let them kind of see as many examples as they can because a lot of students I think again just don't realize the different opportunities that are out there. Also using LinkedIn with students or other research tools to help them do that themselves where they can look up the different possibilities that are there and events.

Like we have something that I pull up some sometimes for students who come in are our list of employers who came to Careers and Nonprofits. For example I met someone who wants to work in sociology, I might say, hey look at all these companies that came to our career night where it was a Career in Nonprofit and Public Administration. You don't have a degree in Public Administration, but you have a sociology degree, so you might really be interested in some of these organizations and what they stand for. So just helping them connect with employers too and seeing different examples of what might fit with their major.

That was pretty much our last question so time just closing up. Is there anything that you feel that I should have asked you that I didn't?

Good question. Well can I ask you a question? Do you have any ideas of how we might be able to be more visible to the students? Because I think that is our biggest, maybe not our biggest issue but one of them for sure. Something we're always trying to work on.

So that's kind of what we've also been kind of tasked with, trying to figure out how it's going to be all incorporated. Me personally, I think maybe, well I don't know, maybe since like you said you specify in like social work in those kinds of areas like sociology too, maybe I don't know if you do this already or not, but like send out pointed emails directed towards those students in those majors, and kind of tailor it to what they're doing, because I know, different sectors like for each adviser right? Where you focus on one area or maybe you could focus on sending it to those people. That was just one thing that I thought of earlier.

Do you mean like, so if I was sending out, if I was a Marketing adviser, which I'm not, but if I was, do you mean sending out one email to all students who are Marketing, or look at specific students and tailoring that e-mail to that specific student?

I mean like to all of them in one major. Like saying here's these events tailored towards your major that you can look up and see, and other things than can help you.

Yeah I think with handshake there's easier ability to do that, like send out mass emails to them to specific groups of students. I think we're kind of toying with that a little bit. So, and some of the other advisers might do that already, I'm not sure. I don't. So, that is something for me to think about and see if that could work.

Yeah but besides that I couldn't do anything else off the top of my head.

Like I said we have a committee that meets every other week and we're always trying to think of new things. And of course it's fun to have students who work in this office because often I think some of the more creative ideas come from them because they're the ones who are our target audience so it's nice getting their feedback and ideas. So it's helpful.

So that sums it up. Again thanks for your time and for answering these questions. It was actually really informative so that's going to really help us move forward towards like a good solution. And then do you have, maybe, one to three people

that you think we could contact more for like getting information?

Have you talked to anyone else yet?

No, not within the Career Center. No. You are the first person that we spoke to. We talked to like a bunch of other students but besides that no.

_____ is coming to your classroom or has already been to your classroom or maybe it's a different class, like a different section. He would be one I would recommend. He's the one that actually told me about this opportunity to come to your classroom. So he is an advisor like me, but he works with students in math, stats, and engineering, those areas. So he would be one. I think that he would be willing to meet with someone and chat. Anyone. I'm being honest. Anyone in our office would be because that's literally what we're here for, is to help students. And so you know you would be safe asking anyone. I think I would say Chris specifically because he's one who told me about this opportunity to work with your classroom. Lisa Knapp, I think has been to your class or will be in there coming up. So she would be one too. If you want someone who isn't going to be in your classroom. You know who would be good to talk to, some of our graduate assistants. We have two in the Career Center. So they are students who are getting their master's degrees from Grand Valley and the College of, it's CSAL, College of Student Affairs and Leadership I believe. And so they're getting their master's degrees to do jobs like this. And so they work in the Career Center and they work with students and they do a lot of what we do. So they would actually probably be really good too because they may have a slightly different perspective. Being graduate assistants versus you know working full time in the Career Center. So that would be you Kathleen La is our second year. So she's been here for two years and then Ana Moore is our first year GA.

And is their contact information listed on the Career Center site too.

Yes. If you go to gvsu.edu/careers and then there should be one of the tabs at the top where you can see the staff. So Chris will for sure be on there and then I think Ana. No I know Ana and Kate are both on there as well. And it will probably say graduate assistant under their picture, so you'll know which ones they are, but you can also go by their names. So yeah they're all on there. But honestly anyone on that whole list, like everyone in this office is very helpful and willing to meet with students about anything.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

Have you talked to anyone else yet?

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes they will. The interviewee stated either email or appointment will be sufficient.

For Dialogue: Three more connections this stakeholder provided:

- Honors Student
- Non-Honors Student
- Career Advisor in CLAS

Possible next-steps:

- Speak to an employer
- Update our affinity map
- Start trying to decipher all the information and data that we have

Dialogue 11

Stakeholder Group: Honors Alumni
Estimated Age: 22
Gender: Male
Primary Goal of this Opportunity: The goal of this interview was to better understand the transition process of Honors students into life after college.
How does conducting this work reflect on your team problem statement? This work reflects our problem statement because we are able to see more clearly what the exact issues with the transition process are for Honors Students.
Summary of Research: This was an interview with an FMHC alumni who graduated with a Finance and Marketing double major. They gave us important information concerning how they got into the career they are in now and also about their internship experience during college. They also touched on some of their struggles with the Career Center and their personal experience with FMHC.
Important insights: <ul style="list-style-type: none">● Career Center is not very helpful with career outreach out of state● Scheduling with Honors curriculum and other major advisors could use more communication
Dialogue Questions and Response: Describe your current life situation, and by that I mean where do you work, where do you live, what kind of relationships/friendships do you have in your life, and what you do for fun? I just graduated in May of last year and worked for this company called Swing Tide. We do contract consulting for a lot of the different hospital networks. And so with that I get to work from home half the time, depending on what project I'm working on. For the other half, they fly me out to meet with the clients wherever that may be. So it's really cool because like last month I was in St. Louis every other week and that's on the company dollar, so it's a little bit of an upgrade from college. Other than that I'm single and graduated. I live in East Town with four of my friends from school we're renting a house down there because they're engineering so they have a fifth year. And so the five of us have a house down there that we're renting. And I work from there. And for fun. I don't have that much time for it right now. But I play water polo and I

played at Grand Valley and I still train with the team around here just to stay in shape.

Describe your college experience: What major did you graduate with? Did you participate in any extracurriculars or clubs? Did you have a job? Did your major change at all?

So I graduated in four years. I was originally an economics major and then I graduated with finance and marketing and a double major. I was on the water polo team for all four years. I was an RA for my sophomore junior and senior year and I was a part of this business fraternity as well. So between all of that it kept me pretty busy. I also I started interning for the company that I'm working for my sophomore year summer. So I did that during the school year at my junior and senior year.

Why did you choose to pursue the Honors College?

I'm from Chicago originally. And so I didn't know a single person coming up here. And so I thought it would be a really good way to get involved right away. And obviously we're talking about scholarships and a lot more opportunities like that. The curriculum was enticing too because I could get done with my gen eds faster.

How would you describe your experience at FMHC?

At first it was really good especially in my sequence when I was living in Niemeyer. I had a lot of fun, but then it kind of took a back burner. Once I got out of my freshman year with it I was able to take my junior seminar online so I didn't really meet for that. And so it wasn't very engaged so I'm not like super tied to the college. My senior project was with housing so it was very unique but I would recommend it. My sister is thinking about coming here and so I'm trying to get her to go on to something nice.

What were your career goals while at GVSU and how did they change, if they did?

Yeah I mean coming in I had no idea what I wanted to do. I just like my economic class in high school and I was like O.K. I'll do that. And then once I got into finance and especially marketing was kind of just because like at Seidman it's so easy to double major that I did that anyways. But I didn't really have a specific goal and once I got the internship with Swing Tide I realized right away this is the company I want to be working for so based on that I've kind of shifted some of my classes around, added the marketing double major, and took more of the negotiations classes so that way I could make them want to hire me when I graduated.

What was it about like the internship that pulled you in? Was it like the traveling aspect that was really awesome?

I mean I love that I like it so. I love having the flexibility; for example next week I'm going back to my parents house in Chicago for a water polo tournament on the weekend but I can go Wednesday and work from there Thursday and Friday. Through school that was really nice because when I was interning they didn't really care when I worked. And so I was able to build it in my schedule I treated it almost like an art class. So that was nice. The industry itself is really cool. It's very unique. I'd never even realized how much went in on the business on a lot of these hospitals. And so I

enjoyed it. And I was decent at it.

What do you wish you knew about adult life while in college?

Like honestly I think it's really important. And I ran into this especially with me working from home some of the time. I'm sure you're the same way. Mostly college kids are like super busy involved in a million things. And then once you graduate, you work 8 to 10 hours a day and that's that. And I struggled at first with like once work was done what do I do with myself now? Because it's not like I'm going into this meeting or have this club you know going on. And so I think setting yourself up and starting to look for ways to be involved, post-graduation, so like some of the alumni groups and stuff like that or different ways just to fill your time because it is a big adjustment going from all the time.

What resources did you use during your time that GVSU and how are they helpful?

I wasn't really happy with the Career Center here as much as a lot of people are. I had two pretty bad experiences with it where I would go back and I thought I wanted to move to Chicago right away. And I was not happy at all with the different placement opportunities they had it felt like they had like no opportunities to talk to different companies like I had to find my internship myself basically. And up here it's really getting connected, but at the time I thought I was going back to Chicago. So I was frustrated by that. So there were like a lack of opportunities in Chicago. And I felt like they weren't really helping that much. So it kind of seemed like a waste of time for you to go, so that I was disappointed. But through being an R.A. I got a ton of exposure to all of the different campus groups. How specifically I work and I was really passionate about that so I'd probably say that was the biggest one I used.

Have you use any of those resources as an alum?

No not yet.

Do you plan to?

I'll definitely reach out. Like I know we were talking about with my company and looking for some more interns down the line. And so I was planning on establishing connection with GVSU for the Career Center just so that kids like me from Chicago had different opportunities and I think it's cool because working for my company you can be from anywhere.

What skills do you believe that you've gained in FMHC that you maybe would not have gained in a traditional education course?

I definitely had to learn study habits right away. It was a lot more hands on than a lot of my other classes were. I think there's a lot of value in that connection. Like seeing the connection between everything; sequences National Security. And so that was really sweet because we looked at a bunch of different subjects and actually took it one step further and seeing how they were related which I didn't even do within some of my business classes. I felt like it was kind of up to make that connection between a lot, but the Honors College kind of did that for me and helped I think connect everything.

How did you get your current job?

My uncle was at a funeral for some family friend and it was my sophomore year, going into my sophomore year, so probably like March. And I was looking all over and was striking out everywhere. Like for internships I had no luck. And he saw a family friend there and was talking about me and she asked "is he good in excel?" and he had no idea but he lied for me. And so he called me and he's like "hey you better be good in Excel because I got an internship opportunity." And so I got connected with her and started interning and then I interned in the summer and then they asked if I would stay for the school year. And so then I did that and the following summer I weighed my options had some different ones. But by that point I kind of knew O.K. this company is really cool. At the end of the summer they would always find it in turns down to the office so like you could meet everybody and stuff like that. And so I did that and right down I was like cool I could see myself working here. So I stuck with it all through my senior year. And to get the offer that I interviewed a couple of places around here. And I knew they were going to offer but I wanted it locked out by like February because I've been on issues about it see me here. And so I got a couple of different offers and I called them. I waited until I had like a big project to do that I knew I crossed the line I called them right after I turned it in like oh by the way I just got this other offer on. "I just wanted to let you guys know and basically told them like hey make me an offer else I'm going to take it" and then later that day they came back with an offer.

So you didn't really get any help from GV's resources that landed you in that position?

Not really. The one thing that did help was I went to a couple of my professors in the Business College as far as negotiating like salary and different stuff like that within the contract and making sure I'm going about it not like coming across like entitled or spoiled. So they helped with the phrasing of different emails and how to ask for more money and stuff like that. So that would be the big thing.

How has your experience as an Honors graduate set you apart from other graduates?

I definitely feel a lot more comfortable especially and I think a lot of Honors especially National Security was kind of I'm learning to read through the stuff you don't understand and just kind of figure it out, like the jargon. And so obviously in the medical industry like I have no idea what a lot of this stuff is that I'm like negotiating on behalf of but being able to figure it out and stay relaxed when you aren't sure about the stuff. I think it's helped a lot.

What are some things that you are currently struggling with?

Time management. For sure, just because especially working from home I know it's really easy to get distracted. And like my office is my bedroom so it's actually in the morning so I'm like oh you know maybe I can get back into bed for 30 minutes. But I have to be online I have to be calling people. And so that's tough. And then within the company I'd say getting used to it not being instant gratification and not being able to advance right away. O.K. let's do this this and this by that date had a time where a lot of it is ok or reach out and see what they think and wait a couple days for an email

back and kind of go from there. Because I'm the type of person who is like let's do it now, let's figure this out. And that's really not the way it works a lot of the time. So getting used to that too.

How are you still involved with the university or the Honors College?

I practice with the GV Water Polo Team just so I don't get super fat. And so I call my technical position with that is assistant coach. I've been active with the business fraternity helping out with different questions they've had about alumni relations and stuff like that so I'll probably work with them so to speak.

What are some things you wish that Frederik Meijer Honors College offered or provided to students?

That's a good one. Honestly they do a lot. I would love a more holistic approach to scheduling. Like sometimes I would get frustrated when I'd meet with the Honors advisers and they'd tell me what I need to do and then I'd go to my business advisers and they'd tell me something completely different or conflicting. Like confusing which way I should go about it. And so even if they had somebody in that advisory department of some of the main majors who are familiar with the Honors curriculum and stuff like that might be helpful. Just when it comes to scheduling.

What are your short term career goals and then what are you some of your long term goals?

So short term I'm on my first official engagement with this client and this hospital system out of St. Louis. And so that's probably going until like end of February. And so I'm hoping to be successful on this engagement. That's definitely a short term goal is to get through that and then long term. The cool thing about my company is it's pretty small. There's 30 of us. And so it's been very hands on and most of the people- I'm one of two people under 30. And so and probably at least half of them are in their late 50s or 60s. And so they're kind of stepping out one by one, so to take more of a leadership position within the company and building off a lot more.

Is there anything that I should have asked you that I didn't?

I think that's pretty thorough.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

NA

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, through text message/call.

Three more connections this stakeholder provided: NA

Possible next-steps:

- Investigate how many Honors students are from out of state and whether or not that affects their transition from FMHC to life after graduation.
- Look more into scheduling conflict between the Honors College and other undergraduate major advisors.
- Look into whether lack of activity after graduation is a problem for many Honors Alumni.

Dialogue 12

Stakeholder Group: Traditional GVSU student
Estimated Age: 18-30
Gender: Female
Primary Goal of this Opportunity: To gather the perspective of a traditional student on the feeling of preparation to graduate and the difference between Honors and non-Honors students.
How does conducting this work reflect on your team problem statement? This enables us to gain more empathy in order to better solve for our problem statement. We want to find a solution to help Honors students feel more prepared to graduate and to do this we want the opinions of many stakeholders, including non-Honors students.
Summary of Research: This interview was very helpful in gaining empathy and insights from a traditional GVSU student. She gave me her point of view on multiple topics including the difference between Honors and traditional students, the Career Center and what it does, graduation, and life after college. She was not fully sure how to articulate the difference between Honors and traditional students. She summed it up as Honors students being held to higher standards, by others and themselves. She feels that there are a lot of resources on campus and in the Career Center to prepare students for life after graduation, but that people need to be willing to utilize them.
Important insights: <ul style="list-style-type: none">● There are a lot of resources available to help students, but the problem is that students don't go to them.● Employers look for college graduates to be eager to learn and competent.● Honors students hold themselves up to high standards and are held up to high standards by others.
Dialogue Questions and Response: Describe yourself as a GVs student, what is your year and your major? I am a sophomore, my major is an allied health science with an emphasis on speech language pathology. What are some extracurriculars and hobbies that you partake in? I am a member of Colleges Against Cancer. I'm a member of the National Speech and Hearing Language Association. I am in Gamma Phi Beta sorority, and I am an ELS English Language Partner.

Why did you decide to come to G.V.?

I came to G.V. because I knew my brother went here and he always talked fondly of it. Then I came and toured it and I just thought it was beautiful and I liked how it wasn't super overwhelmingly big and that everything was kind of close.

What resources did you use to decide your major, if any?

I mean I've done the research on my own kind of just figuring out what speech pathology was all about, and then I've talked to advisers and I've shadowed a couple speech language pathologists and just kind of gotten their points of view on different things.

Where do you see yourself in five years?

If everything goes as planned I will have just graduated grad school and I will have my masters in speech language pathology.

How about 10 years?

In 10 years I will hopefully be married and maybe have a child or two. So a child or two, and still working. But definitely my hours would have to be different. I want to see my kids.

What are your plans for after you graduate G.V.?

Well grad school, whether it's here or somewhere else I'm not sure yet. Other than that I really don't have any plans. Just to kind of get through college get through grad school and then figure out where I want to go after that.

How often would you say you think about or plan for your future?

I definitely think about it a lot. Planning wise I mean I plan things in advance which is technically the future, but like if I'm saying 'am I planning like 10 years down the road?' No. I have ideas of what my dream house would look like and how I want to live on a lake and stuff like that. So I kind of just have my ideas of what I think I would like. But those could change so fast.

Do you know of any resources that are available through Grand Valley which are meant to help you with the transition from college into the real world?

Yeah there's counseling services. I mean I know there's a Career Center. All your advisers pretty much and all your teachers too, they want you to graduate.

You mentioned the Career Center, have you been there? And do you know what they offer there?

I've heard of it but I've not been there. I went to a seminar about the Career Center and it was kind of telling you about how you can go there and they'll print your resume for you, and like do other things like that. And if you want to talk about different possible careers and if they think you're in the wrong or right career path for what your personality is. They're kind of just there to help you make sure you understand what the career you're thinking about going into like and what it entails.

What do you think future employers look for when they're hiring people that have just graduated college?

I think they're looking for somebody who is eager to learn but still experienced I guess. And I would say that's a good thing. Normally when you graduate college they know you're decently smart because you graduated college, but definitely just someone who's hard working. Probably somebody who sees a future there not just something temporary, or even if it is temporary, still is someone they can count on.

Do you feel personally prepared to graduate?

Yes and no. I feel like I kind of have, at least I think I have, everything kind of laid out for my next two years. Being like 'okay take these classes, I took those classes, then I apply for grad school' like stuff like that. But do I know 100 percent for sure that I know everything, and do I know when due dates are, and finishing things and timelines for certain things? No not all. So if I had to graduate right now I would not be ready.

What did you know about the Honors program when you were applying to GV?

You had to get accepted into it. I remember hearing about it but then being like 'oh, I'm probably not smart enough for that' and that was the end of it.

What differences do you believe there are between traditional students and Honors students?

I mean I wouldn't really say there is a difference but Honors students, I believe, are held to higher standards. But they're still students in college, so I wouldn't say there is much difference.

What advantages and/or disadvantages do you think Honor students have?

There's probably certain resources that Honors students have that like maybe other kids don't. Or just it's kind of like its own community in a way because like you're like 'oh you're an Honors student? I'm an Honors student' and 'oh, we're Honors students together'. But other than that I don't really know what the difference is like fully. But I doubt there would really be any disadvantages.

How would you distinguish yourself from Honors students?

I just feel like they're the type of people who are like 'OK, I'm an Honors student. I have to do amazing all the time'. But, I know that's not the case because I know people who aren't like that who are Honors students. So it's like I think there's a standard when you say 'oh, I'm an Honors student'. I think of the kind of a standard that you are held to. So that's different between me and them.

What skill would you like to learn that you think would help be more prepared for life after you graduate?

Probably that I'm not very good at using my resources. So I feel like I would just need to not be afraid to ask you for help.

What do you think should be implemented is help students be more prepared for graduation?

I don't know, because I feel like there is a lot of stuff, but it's just you have to be willing to go to it. You have to be willing to set up appointments with professors and advisers and

everything like that so you can just have to be willing to put in the effort.

Do you know of any other people who would be good to talk to about this?

Probably alumni. Yeah. Just say 'what did you like? What didn't you like?' Kind of thing.

Is there anything I didn't ask you that you think I should have about this topic?

No I don't think so.

Can we reach out to you again with follow up questions?

Sure.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"
I don't know.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text.

Three more connections this stakeholder provided:

- Alumni

Possible next-steps:

- Get the point of view of more alumni
- Speak to more non-Honors students

Dialogue 13

Stakeholder Group/Location: Employer
Estimated Age: 30-40
Gender: Female
<p>Primary Goal of this Opportunity: The goal of this research was to first, see how an employer’s transition from college to the workforce went, second, to observe the hiring process and distinguish what employers look for when choosing applicants to interview and hire, and third, to see how student workers compared to older adults.</p>
<p>How does conducting this work reflect on your team problem statement? Employers of Honors students will benefit from our solution. Students entering the workforce will be better prepared to take on and exceed expectations set by their employers.</p>
<p>Summary of Research: This employer believes her experience in her area of interest was the thing that helped most when transitioning from college to workplace. Attributes that really make an applicant stand out are ability to work in a team, kindness, being compassionate, and a drive and willingness to work. This employer notices differences between Honors and traditional students, she understands there are harder classes and higher expectations- not only from the Honors College but Honors students expect more from themselves.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> ● This employer learned the most about her career through actually experiencing it during school, so she knew it was exactly what she wanted to do. ● Strong qualities of good workers are willingness to learn and drive to succeed. ● It is easy to teach an employee the necessary skills, but you can’t teach them to be kind and to be patient.
<p>Dialogue Questions and Response:</p> <p>What is your position and what roles do you have? I am the administrator of an assisted living center and I feel like my roles are kind of all encompassing, meaning that I oversee a lot of things but I also do a lot of different things.</p> <p>How long have you been in your position? I’ve actually been here just over four years. But I did the same position in another</p>

building for eight years.

Did you go to college?

I did. I only have an associate's degree though. I went to college at Utah Valley University.

What was your transition from college into the professional world like?

Well I don't really think I had a drastic transition because I was running a building at the same time I was going to school. So I was working about 50 hours a week and doing full time classes which was very hard. They were all night classes for the most part but I would go to the school at the library at night and study. So I would leave work out about 7:00 p.m. most nights and then I would go study till about midnight and do homework. Five nights a week and then go back to work at like 7:00 in the morning. So I did a lot of that. So I don't really feel like I had the normal transition from college to work because I was already doing both. Which was very hard to do. But also I mean, I'm still alive. Yeah yeah definitely not what the normal transition for people is like.

What was your degree in?

It was in science.

What did you expect to do while you were in college for your professional life?

Again that was kind of different because I knew what I was doing because I was doing it. It was more like I needed a piece of paper to go with the job. Because the state of Utah they had a rule that you had to have at least an associates combined with x amount of years of experience. So I was at the point where I had the experience but didn't have the degree.

What did you expect to do while you were in college?

It was interesting because a lot of the classes that I took generally didn't relate to what I was doing. I think you know if I went back and did more schooling I would have more questions that related to what I was doing instead of just trying to get it done. Yes.

What do you now know that you wish you knew when beginning your career?

I think it's a job that if you like it's more than a job. I really am invested in the people that I work with. I feel like in my last building I ran it was smaller and I knew more about the residents and knew more about their families and everything like that and the staff was really close. And I feel like I'm really close to the staff here but there's so much more staff and so many more residents and so many more family members I'm not as close with the residents and the family members and all of them as I'd like to be. I think part of it is because even something as simple as we have two entrances and people who come in on the west side know Beth and Kim more and the people come over to the east side just kind of know me. It's just all about placement. Also my role is different there's more things expected for me to do and so I have left less time to interact with the residents on a normal basis. But lately as I've been doing more direct

care I'm able to interact with them, as you know.

How do you think knowing yourself in what you value has manifested itself into your vocation?

I think that this job is something that it's more than a job. You have to really care about people. It's not just you come to work you punch the clock, do your stuff and then you're done. Like this is a job where I am constantly thinking about the staff, I'm constantly thinking about the residents and what's going on and what needs to happen. It never leaves my brain. Between thinking about it and texting about it and making plans about it, it's like 24/7 which I mean I knew that that's how it would be when I took the job. It was also 24/7 being on-call like if someone calls in, I'm here. And that's OK with me. I think as long as you know that that's what the expectations are going in then you'll be OK. I think if you think it is like a 9 to 5 job then you want to be successful. And it really is rewarding. Yeah it really is.

This is more a questions for when you hire. When looking at applications what makes the best one stand out?

It's interesting because we'll look at our applications, I'd like to see like oh somebody who's done this before and that's really great. Or they've had or they've maybe had a couple jobs but they've worked there a long time. When you have someone come into interview it's really important that they have a kind heart. Like you can teach the skills for the most part. You can teach the skills of what needs to be done but you can't teach someone to be nice or be patient to be kind. And those are the things that are most important because again you're dealing with people and people who might need more help or move a little slower or just need that reassurance because for a lot of these people, you see them more than their families do, you know more about them than their families do. And you need someone who is going to be able to care for people not just physically, but emotionally and everything like that. And you know sometimes people come in and they seem really well and you're like this great and then you realize that they just interview really well and they're not a good fit. And I like that they kind of wean themselves out because they will work here and see that everybody around them is like running around kicking butt, being awesome, being nice and they can't do that. And it's really hard when people do come in and you know they're just not a good fit. It's important that they have that care and compassion that they're able to learn the skills.

What are some common questions that you ask during a job interview and what do you look to learn from them?

The first thing I always ask is like tell me about yourself. Some people like freak out like what do you want to know? I mean tell me what you're like, tell me about school or where you working now or your family or just something that you like to do. Because they just want to know a little bit about that. And then if you don't like to talk about their past jobs will be like so tell me about this job. What did you like what didn't you like? Lately I've been talking to people about times when they've worked with others and if it went well or it didn't go well because there's a lot of teamwork here that needs to be done and if you're not a team player then you're not going to be

good.

What are some important characteristics or skills you look for in applicants before and during an interview? I guess we kind of talked about before an interview, but what about during?

I like to know that they're, I mean they're professional but also like friendly and kindhearted. You know it's kind of a mixture. I look for responsibility. I try to talk a little bit about attendance and how it's important. And especially in orientation I talk about that also but I try to like give people a heads up like this isn't, and I don't want to be down on anybody, but this isn't a McDonald's where like if you're not here my fries are going to be like two minutes slower. It's like somebody is really depending on you for something they can't do for themselves.

How would you describe your strongest and most successful workers?

Freaking awesome. Like kind, compassionate and like willing to work and do what it takes to care for the resident willing to just jump in and go on without complaining or you know because it's not easy. I feel like it's a hard job, but a rewarding job. But I think the ones who are able to have good teamwork and just have a positive attitude about it just make everything so much easier.

What do you expect from student hires that may be different from others?

I think it's hard for you guys. Because a couple of things: because your schedules. Balancing school and work especially, now we're super short. I always feel bad for you guys. And I know it's really fun to watch students grow. And kind of move on and of superstardom. People leave because they're like going to school you know further away or going to higher education or whatever. But it's really cool to watch too. And I feel like I'm like a proud mom like sending my kids to higher education, and the residents feel that way too because they're happy for you guys. I wouldn't say I expect anything different from you guys than I would any other.

What are some skills that you see Honors students seemed to lack or excel in?

I think there's a lot of drive. I think you guys are like you can really do this awesome. I think you guys also get super stressed but it's more like stressed about everything you have to do when you leave here. You know scheduling is super hard for you guys and I feel bad for you guys with all of that because there's a lot going on. I've seen that. Like I think you guys are great, you have to be able to know that you can do it and not drown in everything that's going on. That's hard.

What do you think when you hear the term Honors student?

Awesome. Just like willing to go above and beyond. And like it's hard work like harder classes more expectations. You guys are putting more on yourself but you're also excelling. You're just freaking awesome. Yeah.

Thank you so much.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

I’m not sure, they were all very good questions.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via email.

Three more connections this stakeholder provided:

- People skills is a very important asset to have in the workplace.
- Being able to work with others is essential.
- The title of “Honors student” does carry a different meaning to employers.

Possible next-steps:

- Interview employers who specifically look to hire students right out of college.
- Find out how we can advertise the strengths of Honors students above those of traditional students.
- How can students get more experience during school?

Dialogue 14

Stakeholder Group: Alumni
Estimated Age: 22
Gender: Female
Primary Goal of this Opportunity: The goal of this interview was to better understand the transition process of Honors Students into life after college.
How does conducting this work reflect on your team problem statement? This work reflects our problem statement because we are able to see more clearly what the exact issues with the transition process are for Honors Students.
Summary of Research: This interview with an FMHC alumni informed me about her college experience as a finance major in the Honors college. She moved to North Carolina recently and she spoke of how GVSU does with alumni relations outside of Michigan. She was involved in many student organizations which affects how she makes friends now, even in a new state. She talked about how it's hard for her to create a new social group.
Important insights: <ul style="list-style-type: none">● Alumni chapters should be more active and accessible in other states, especially with the Honors College.● There is a stigma surrounding Honors Students that may conflict with the desire to be in the Honors College.● Integrating the Honors College with the rest of GVSU would be beneficial with course scheduling and with the stigma.
Dialogue Questions and Response: Describe your current life situation; where do you work and live, what kind of relationships or friendships do you have? Well I just moved across the country from Michigan to North Carolina to work for an independent wealth management firm here. Since I just moved here and I don't have a ton of friends yet but I have to go into some networking events and use privileges that I have as an alumni here. So that is a bummer. The alumni chapter is in Charlotte which is three hours away so that kind of sucks but I'm on the ocean. So I spend a lot of time at the beach going to the gym is really important to me so I'm there five six days a week. My parents are down here with

me.

Describe your college experience; your major and then any activities that you did.

Okay, I was a finance major. You see I was involved with a lot of things but probably the most important one was my business fraternity. I was vice president of the frat my senior year there and they also don't have an alumni chapter here. So that's frustrating. I was a refugee mentor. I interned for a financial advisor for two years which kind of really allowed me to find my passion for this industry and helped connect me with my current job now.

Did your major change at all in college?

No. So when I was in high school I went to engineering camp for a week because everyone thought that's what I should do because I'm smart. And I hated it. I knew I did not want to do that. I really like working with people so I really want to do business. Then I was like I want to make a lot of money. And then my freshman and sophomore year I just kind of stuck with it because of that. But I was only really taking introductory courses and then when I started my internship I realized wow I really like this so I got very lucky. One of the few that stuck with my major throughout.

Why did you choose to pursue the Honors College?

Funny story so when I was a freshman my roommates used to make fun of me because I always said my mom made me do. So it just seemed to be a part of something a lot bigger than just going to college which was important to me. And I got good grades in high school and so my parents always wanted me to go to the University of Michigan. And I didn't like it. So going to a smaller or to a D2 school I guess it was important for me to kind of be near the top (academically). Kind of just being an exclusive group I guess and kind of challenged myself throughout college and also having my own bedroom was a big thing for me for my freshman year.

How would you describe your FMHC experience?

I still think living there freshman year was great for me. I was really nervous about it because I'm super outgoing, so I was worried that I was going to be stuck with a bunch of nerdy people that didn't like to do anything and that was not the case at all. So all three of my roommates were awesome. We spent a lot of time together and with a lot of people on my floor as well. You'd be surprised at how social the people are. So living there freshman year was great. I mean having your classes downstairs rather than you going out in the winter and really having a sequence is great too because it knocks out so many of your gen-eds at one time. That made my life a lot easier and allowed me to get ahead so I only had to take 12 credits my senior year and then focus more my work and extra classes that was really nice as well.

What were your career goals while at GVSU and how did they change over time?

I'm so lucky that my freshman and sophomore year I didn't really know what I was doing. I wanted to get an internship just to kind of see what direction of finance I wanted to go into. Then I had the choice between interning with Steelcase and their finance department which is a lot more corporate based or with your mom who was a

financial advisor and I just like the idea of working with people directly. I didn't really want to be a part of corporate America which is weird to say when you're a business major. So I gave that a shot my junior year I worked there for two years and I just really love the work that I did there. I just feel very lucky I guess to have such a good first internship that's led me into my career.

What do you wish you knew about adult life while in college?

I think a lot with being a finance major, a lot of people at the school don't teach you is just good financial habits. So moving across the country was kind of crazy for me and I was really lucky to have my parents help me. But just re-locating expenses and things like that. And then I got here and got hit with the hurricane. So good thing I had emergency savings for hotel rooms and evacuating and all that. I think a lot of people don't think about that really important and just knowing. I mean I took a huge risk moving across the country. But I love it. I wouldn't change it for anything. I have no regrets. Another thing I wish more people would know is to take those risks.

What resources did you use during your time at GVSU and how have they been helpful or not?

I was at the Career Center a lot which was really nice. I did a mock interview where they like videotaped you and you had to watch it. The student services was really important and that's kind of how I found out about all my organizations that I was a part of. Developing really good relationships with your professors was important too, so like I tried to connect with a lot of my friend's professors. Professors in finance really in general, and I ended up getting a couple scholarships because of that it helps me some really great connections. I'm actually until I forgot to mention this I'm studying for my dissertation on financial planning.

What skills do you think that you gained through the Honors that you may not have if you had the traditional college experience?

I think a lot of it has just been the critical thinking aspect. Like I remember freshman year a lot of my classes really challenge you in a way that your other classes kind of didn't. So just taking those problems and like 19 projects. They don't have that in the normal courses, so that was very helpful. And just living with a wide variety of people freshman year (I guess that's kind of all over) but the Honors has that stigma and kind of overcoming that and realizing that that was not what it was like at all was kind of a breakthrough as well.

How did you get your job and did you use any GVSU resources for that?

Yes I actually did. So I used to LakerJobs to find the interview for the internship for steel case. I think the Honors College actually reached out to me, so that was really great. So I guess Honors doesn't give you a lot of different opportunities other students don't get so they you know they think all business and finance majors about the opportunity. So that's kind of how I got that interview. And then for my financial internship I just got on LinkedIn for jobs apps for finance internships and then was connected there. So that's definitely a great resource.

How has your experience as an Honors graduate set you apart in your field?

Definitely just having the title of saying I'm was an Honors college is huge. I'm not really sure why it's such a big deal because there's so many other important things but when you say even on a resume something as simple as that it really means you know saying that you were in college.

Is there anything specific about that?

Obviously I think they realize that you've probably done a little bit more in your classes, a little bit more critical thinking, overall in your college experience. But yeah you go above and beyond and taking that chance of pushing yourself harder throughout college is the message that the title of being an Honors Student.

What are some things that you're currently struggling with in your transition from college to career or college to adult life?

It's been pretty good overall I think it almost is like the life doesn't feel real because you're so used to college and your life there and now we're going nine to five every day. The adjustment in general is not necessarily bad it's just weird. Yeah. The hardest thing for me has been being away from my friends and my family too. But in college you know you're with everyone almost every day it's easy to see them, meet up in a given facility in Grand Rapids. It would be hard to see everyone across the country for sure. I miss that aspect of school as you know having big groups of your friends get together on weekends and meeting for lunch during the week. So I missed that social aspect as well as was my organizations. You know you become a really big part of whatever groups you're involved in and they kind of go away unless you can find a way to stay involved after college.

How are you still involved with the university or the Honors College?

So like I said I'm taking classes online through Grand Valley so that's kind of cool. That's been a great experience so far. I love having the same professors and the program is set up really well so I was able to do it through Grand Valley. Other than that it's been really hard not being in Grand Rapids or in the surrounding area. Like I said the alumni chapter here is about 3 1/2 hours away from me so I haven't really been able to get involved in that aspect. It would if I was still in West Michigan or even Michigan in general. As far as the Honors College goes nothing I can really think of. I know a couple people have reached out to me about studying abroad that's not necessarily Honors but my senior project was writing a blog about my experience studying abroad. So I've had some people I don't know reach out to me with questions about studying abroad. So that was kind of cool to see my projects kind of be all over I think some girl from Virginia reached out to me. So couple of different places all over the country.

What are some things that you wish the Honors College offered to students?

I think I guess just what frustrated me about Honors was they would say that you had to take like Honors science or Honors whatever and I would straight up tell you I don't want to do that. Then I would go to a different advisor and they're like "oh we can't force you." So that was kind of frustrating for me because like the Honors science I

remember was physiology or something and I'm really, really bad at science and I wasn't interested in taking it. They told me a bunch of times I had to take it and I didn't. I took geology and it was fine, you know, so just things like that kind of bother me. But I loved having the sequence. I took food for thought and I loved that class. I thought it was a great way to incorporate all the different categories into one big topic. As far as otherwise I don't know I guess just integrating more with the rest of college. FMHC has that stigma, "Everyone's very nerdy." I would say at least half the people are "Nerdy" college kids. I don't know how you could really fix that but like in freshman year I was always embarrassed to say I was in the Honors College because people think I'm nerdy and weird. It's really stupid but that's just kind of how it is you know.

What are some of your short term career goals and then what are some of your long term ones?

So short term: I just started my job so kind of just getting settled in here and connecting with my coworkers and making connections in the community is really important. Like I said I'm also studying for my CFP so I take that exam in July so passing that is super important because that's like the highest designation and you can get in this career. So having it at such a young age will be huge long term. I still don't really know just because it's a new year but I really love my job. So hopefully kind of growing my position. Starting to see clients on my own and kind of helping expand the business here and just really getting involved in my community here. Everything's going really crazy with the hurricanes so I haven't been able to do much other than school and work but just kind of trying to get involved here like I wasn't growing up.

Was there anything that I should have asked that I didn't?

Not really I think maybe it's good to ask about what their project was just because that's such an important part of Honors.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

"What was your senior project?"

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

- Yes, by phone

Three more connections this stakeholder provided:

- Was not asked.

Possible next-steps:

- Examine how the Honors College is/isn't integrated with the rest of GVSU.
- Look into the alumni network for the Honors College.
- Ask the question of whether or not there is still a stigma.

Dialogue 15

Stakeholder Group: Alumni
Estimated Age: 36
Gender: Female
Primary Goal of this Opportunity: The goal of this interview was to better understand the transition process of Honors Students into life after college.
How does conducting this work reflect on your team problem statement? This work reflects our problem statement because we are able to see more clearly what the exact issues with the transition process are for Honors students.
Summary of Research: This interview was conducted with an alumni who has graduated more than 10 years ago, and who has also moved out of the state many times after graduation. She had a lot to say about the alumni chapters and their activity levels, which she thought were lacking in many areas outside of Michigan. She chose to pursue the Honors College at GVSU because of the campus and the fact that she wanted to be involved with more “intellectual thinkers”. She placed a great emphasis on learning soft skills like negotiations with future employers, understanding of taxes, and other “adult”-like things.
Important insights: <ul style="list-style-type: none">● Alumni for FMHC needs to be more involved with the college to better mentor current students.● Negotiating salary/benefits with future employers was something that could have been useful to learn in college.● Alumni needs to be more active outside of Michigan as well.
Dialogue Questions and Response: Describe your current life situation by whatever definition you deem fit. In San Diego I work full time for a national nonprofit organization. I graduated from Grand Valley in 2000, so I am what you might call the long out alum. I went to grad school at a different university four years after graduating from Green Valley. Now I am mom with a young kid working full time, mostly from my house. Do you do anything for fun, like hobbies?

Yeah totally. Are you kidding me. Besides watching bubble guppies, we are big hikers and got on National Park adventures. So we're on a mission to take our 8 month old daughter to every national park in the United States. (Yeah right?). We're big travelers and campers although we have not yet taken an infant camping, haven't quite figured out how to make that happen. I like gardening which is fun and insane and crazy and haven't been able to do that lately. But living in San Diego it's all about hiking and wine tasting nights.

Describe your college experience. What was your major and then were there any extracurriculars or clubs you participated in?

I majored in public and nonprofit administration. I did not have a minor which is a big regret. I wish I would have. I was the student body president my senior year and involved in student senate. All of the years leading up to it I started the Hillel chapters and really sort of invigorated our student union type organization on campus. I'm sure I did other things with students and it was the big undertaking for me.

Did you have any jobs?

I did work for public safety for a year and most of my senior year I worked there giving parking tickets. So I did that and then during the summers I worked for a local nonprofit in West Michigan.

Did your major change at all while you were in school?

It did not. But I also did not declare a major until I absolutely positively had to. So I started thinking I wanted to go in to business and then it wasn't until somebody at the college was like I could actually pursue nonprofits as a professional degree which is awesome.

Why did you choose to pursue the Honors College?

That's a good question. So I was accepted into Honors colleges at Michigan State and at the University of Michigan. It's up to a bunch of them and actually honestly Grand Valley was my last choice until I came out and visited campus. I grew up in West Michigan and I didn't want to be there. I didn't want to go to Grand Valley and the Honors College and Dr. Chamberlain who was running the Honors College at the time made a really good case for me. And that was that the program was sort of created in a small sense of community inside a 20,000 person campus, it was 18 at the time, and then grew and grew and still is growing. He created that sense of community. It also was a cohort of individuals who had a cross-section of different experiences, different majors and were smart. And as awful as that sounds I was looking for an intellectually challenging community.

How would you describe your Honor's experience?

It was awesome. I think the neat part about it more than anything for me was the folks that I met. And I'm sure I'm going to jump ahead, I'm going to tell you the thing that I wish the Honors College did better was the alumni network is very poorly activated. And that was a neat part about it also is that we were able to live together so we have lots of good experiences. I just went to one of my floor mates weddings three months

ago which is really nice and super exciting that her and I still are in touch. So I think that was the biggest piece is being able to live and engage with with those folks. The second part was the sort of the core curriculum they call it the tracks to take care of all have requirements. The sequences yes. That for me was great because it was the medically related and they didn't have to look through the book to find the answer with the other pieces and I liked how that was tied together. I took a classics course or series of courses which is not relevant to anything I've ever done in my entire life but was interesting and provided enough about Greco Roman history and mythology that I came to engage in meaningful conversation which is kind of fun and really strange.

What were your career goals while at GVSU and how did they change?

I wanted to work in the nonprofit sector as soon as I realized I could do that professionally and actually make money doing it, which I didn't think was possible, that's what I wanted to do. And that hasn't changed and that's what I've done for 20 years now. That's up to 10 15 years that sounds like you know what. But I think that that was that was the piece and it was the sort of just the track to get me working in the nonprofit sector running things.

What do you wish you knew about adult life back in college?

So I think a couple of things I think; One is that it's OK to leave a job. I wish somebody would have told me it's OK to leave a job. That was a big, big sort of life lesson for me which came years out of school. And I wish that somebody had told me much earlier it's OK to leave a job. I wish somebody had walked me through how to negotiate salaries and recognizing that benefits are part of your salary negotiation. It's so like those the amount that you get paid. But then there's all of the things that come with it that value to them. So your sick time and your health care benefits and your 401k and retirement. I wish I could say to my 20 something year old self, care more about those because now I'm in my 30 something year old self thinking "Man I wish I could have done a few things differently, things like investing in my retirement earlier. I know how compound interest works and smart enough to know that. But that doesn't mean I didn't want to spend every last dime I was making and you know going out my friends and going on extravagant trips and stuff like that. So I wish that I would have had more insight into things like that that sort of practical side of the career. And then I think like personal budgeting was luckily something that I learned in school that if I had not had to go through budgeting classes I think I would have struggled with that a lot. So things like honestly, things like taxes and things like navigating like your stuff. How to read a pay stub. Yeah. So I think those things would have been helpful.

What resources did you use during your time at GVSU?

I wish I would have used the Career Center but I didn't. I wish I would have had the writing center look at my resume and stuff like that and my cover letters but I didn't. I leaned mostly on my advisers and then I leaned on my advisers in the Honors College. I thought I was too smart to use all those resources at school. The other resource I used was the alumni chapters so I wanted to move to DC and that's all I wanted right. I just wanted to move to DC or Chicago but really I wanted to move to DC and I did a summer internship in DC and I met the DC alumni chapter that was there and they

didn't give me my job but they helped me understand the layout of DC and then when I moved to DC they were just like this incredible welcoming force to make sure I got my feet underneath me so that was another really good resource.

What skills do you believe that you gained in the FMHC that you maybe would not have gained in the traditional education courses?

The ability to interact with people with very different beliefs and very different perspectives. which lays out meaningful discourse and debate and dialogue. It's a skill set that I use every single day at work and in life so just that ability to navigate different people and have that meaningful conversation versus a very transactional conversation in some of my more traditional gen ed classes that was more of a transactional engagement whereas I know that every conversation I had with an Honors college kid was this big philosophy about the universe and how we can solve the world's problems and all of that.

How has your experience as an Honors College student set you apart in your field?

I don't know that it does. Yeah I don't know that it does. I think the things that set you apart in the nonprofit field are different than the things that set you apart in other fields. I think it gives me like it gave me a rounded look they said around that experience and it gave me that friends base that have different perspectives in different parts of the universe which I love. But I don't know that it set me apart in my career. I think that my technical skills that came out of my graduate program set me apart in my career more than my undergraduate.

What are some things that you are currently struggling with?

So one of the big ones that is a unique attribute of your late 20s and early 30s hopefully is how to manage a family and work at the same time. That's new to me. I'm a first time mom I'm 36 years old first time mom and I have an 8 month old. I'm vice president of a national non-profit organization. Like how do you manage that? And that's a weird conundrum because for years I've been able to manage multinational corporation partnerships raising millions of dollars for nonprofits. I have managed big complex projects where we distribute millions of children's books every year to into low income communities I helped move five million books after Katrina children's books into just decimated communities that didn't have bookshelves or roofs and all of those are easier than trying to figure out how to balance an eight month old and my job.

How are you still involved with the university and the Honors College?

So I spoke at the school panel the other day. I go to Grand Valley football games. We probably fly back for one maybe two a year. I watch them streaming on the internet. I'm the only person I think on the planet that does that. That's not true. I think I'm open to doing a lot more. But I think most of my interactions come from newsletters and emails and you'll know that the new deal is that it's when they start asking you for money.

What are some things that you wish the FMHC offered to students?

The number one thing that brought me to my graduate program was their alumni network. It also happened to be a top rated rate rated program in my field which is great. But their alumni network is insanely strong. And I think that alumni network of the Honors College especially is incredibly valuable to current students because we're going to give you a real life perspective on what the workforce actually looks like. The faculty their day to day job is teaching right? And research. But for the most part of their day their job is not inside the organization it's inside a school. Their day to day job is in their research and the theory which is really, really great. But in the real world you use research and theory to help you make decisions but they aren't the end all be all right they're just the framework to help you think about things. And I would say that the number one biggest thing that could be helpful would be making more connections between students and alum's to help give you all just sort of real life perspectives of what the universe looks like, not necessarily setting us up to give you jobs. Instead sort of setting up like informational interviews and conversations and career advice and perspective gathering to balance that academia that you're getting every single day. College is very insulating right. It's a microcosm of the universe. And when you leave that all the protections that were there to help you are gone. So there is no financial aid office to help you figure out how to fill out forms that there is no office of student life to help you figure out how to meet friends. Right. There is no campus dining. You forget how to eat. There's none of those things, they don't exist anymore. And so sort are coming out of that. That's something that I think the Honors College would do better is help give you what you all that perspective and not necessarily the perspective of somebody who graduated 30 40 50 years ago but somebody who graduated 10 15 20 years ago or five years ago.

What are your short term career goals and then what are your long term goals?

So I'm going to go backwards. For longest term career goals I would like to get my Ph.D. and I really would like to teach. I think that there's an opportunity to help really ambitious eager students figure out how they can do good by the world. I'm a natural do gooder. That's my career course. So I think that's something I would like to do. For short term, I'm the Vice President of a national nonprofit. I like where I am and it's great I'm able to work remotely from home and work with partners all over the country. I do a lot of fundraising work, I do a lot of program management work those types of things so there's plenty of opportunity there so like I would say in that sort of short term space maximizing that and then figuring out how to build out my professional network a little bit stronger especially in Southern California. Not really looking to go anywhere.

Was there anything that I should have asked you that I didn't?

Not that I can think of.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

"Nothing I can think of at the moment"

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via email

Three more connections this stakeholder provided:

- Was not asked.

Possible next-steps:

- Look into FMHC alumni network (in/out of state)
- Investigate how important/prevalent issues of negotiation with employers are amongst alumni.

Dialogue 16

Stakeholder Group: Non-Honors Student
Estimated Age: 18-30
Gender: Male
Primary Goal of this Opportunity: To obtain a wider view and more empathy from a different stakeholder.
How does conducting this work reflect on your team problem statement? This fulfills more spots on our stakeholder map and will help us gain more insights into our problem.
Summary of Research: This student knew of the Career Center but not in depth of the actual services it provides. He also believes employers mainly look for leadership and intelligence when hiring a student. When discussing the difference between honors students and traditional students he felt that traditional students have better development of “soft skills” and people skills than Honors students do.
Important insights: <ul style="list-style-type: none">● Traditional students are better prepared for the real-world because they participate more in extra-curricular activities.● Traditional students have stronger soft skills than honors students.● Students should be getting internships and jobs in their desired fields while they’re in college still.

Dialogue Questions and Response:

Describe yourself as a GV student. What is your year and major, extracurriculars, hobbies? Why did you decide to come to GV?

So, I'm a sophomore, nursing major. From the east side of the state. I'm involved in the Prisoners Association, Pre-PA club, Cardiothoracic Surgery Society, and a founding father on the Executive Council of Pi Kappa Phi.

What resources did you use to decide your major?

I knew what I wanted to do. From my life experiences.

Where do you see yourself in five years?

Probably like in school or maybe nurse practitioner school I don't know.

And what about 10 years?

Working as a physician's assistant. Hopefully the orthopedic field.

What are your plans after you graduate from GV?

I'm going to grad school.

How often do you think about our plan for your future after college?

Definitely every single second of every single day because, you know, these programs here are really tough, I'm not going to lie. Gives me a lot of stress. So, you know, I always think about the future wife and kids.

You know the resources available through GV which are meant to help you with your transition after college?

Oh yeah. The Career Center.

What does the Career Center mean to you? Have you used it or do you know they do?

Glad you reminded me. I'm going to a Career Center event tomorrow actually.

Do you know what they do there?

Yeah they help you like plan your future career. Like the one I'm going to tomorrow is "alternative paths for people who enter secondary admissions programs" and they kind of help you plan if you don't get in.

What do you think future employers look for when hiring students?

Oh I definitely think they look for how involved they were in college while keeping your high GPA. I think every field is different. Like say in business; all that stuff is not about really what you know it's more about who you know. And that can be said true for other fields as well. Some people are probably looking for if they held any leadership positions in college because going into the real world, you can't be shy or hesitant, you got to be confident with what you do. So I mean yeah definitely like looking for people who know what they're doing and are smart educated as well as, I guess, relatively outgoing.

Displaying of leadership qualities.

Do you feel like you're prepared to graduate or that you will be prepared to graduate?

Now? I'm not prepared to graduate. Hopefully in like two, two and a half, or three years I'll feel prepped. But now, no chance.

Why?

Because I haven't even gotten in the nursing program yet so if I were to graduate now I'd have no knowledge about anything and therefore wouldn't get a real job.

Why did you not pursue the Honors program?

I was not registered early enough. I kind of signed up for college late because I was supposed to go to a different university and I was getting a little too late.

What differences do you believe there are between traditional and Honors students?

Honors students definitely seem more stuck up. I wouldn't say they hold themselves to a higher standard, but they definitely have something about them that makes them think that they're better than everyone. There's also cases of people in my position that could have been in the honors college or wanted to but just didn't. I wouldn't say they have a better work ethic because that's not the case, a lot of people I know in the honors college don't have a work ethic at all.

Do you believe that Honors or traditional students have any advantages or disadvantages compared to each other?

I mean I guess Honors students have the advantage of saying they're in the Honors College. That's about it. I don't think the Honors College defines how smart someone is, nor makes them better than anyone. I think it's just kind of like extra classes you got to take. You're not really taking any more smart classes for your major. Like I mean if you were an Honors student in high school you'd be taking AP classes and such. Higher level classes. But when you're in the Honors College all you have to do is have a certain GPA and take like different gen-eds and that's about it. So, no there's really no advantage to being in the Honors College other than to put it on a piece of paper.

How would you distinguish yourself from an Honors student?

I definitely would have more leadership skills than an Honors student. I think most Honors students, from what I've seen, are definitely not involved in outside organizations nor are they involved in many leadership positions. Most Honors students I know are school and school only. And that's really not good. I mean the nursing program changed their admissions around for that reason, a lot of kids that they were getting were smart kids, but they weren't able to talk to people, or evaluate situations and assess certain things, they were just book smart. So, if I had to differ myself I'm definitely like more outgoing I'm more comfortable in situations rather than, I mean, pardon my language, like a nerd who just stares at books all day, like he's not going to be able to do well in any social situations.

What skill would you like to learn that you think will help you for life after college?

I don't know that's a good question. Well maybe I guess more patience and see things from other people's perspectives may be good.

Are there any questions I didn't ask you about this topic that you think I should have?

Yeah. Why don't you like what people are going through their majors, why don't you like hook them up. I mean I guess you already do. I think people should go to the career fair and such, people should definitely be getting internships and working in their field while they're still in college.

Do you have any ideas of how people could connect students [to employers]. Or how would you get students to connect themselves [to employers]?

Well just go to the career fair. I know people who are struggling to find jobs and then you ask 'did you go to the career fair?' and they're like 'no'. I mean like it's their own fault, you're in college now, no one's going to hold your hand through things. You kind of got to go out there and be assertive, and do stuff on your own. I mean like also make connections through people you know, like if you have a friend who has a job somewhere, have them hit their employer up then maybe you could get a job there too.

Do you know anyone else who would be good to talk to about this topic?

I know a few people who would be good to talk to about this. I mean definitely they have like maybe they have the same opinion or a different opinions but you have to have a broad and various sample size. I would definitely like hit up men in fraternities more because even though there are some in the Honors College, I kind of believe that there are some who are not in the Honors College that are definitely well off and doing better than those in the honors college. I mean there is also people that I know that even aren't affiliated at all that literally already have jobs lined up at like power 300 companies.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

N/A

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text message.

Three more connections this stakeholder provided:

- Men in fraternities.
- Traditional students with jobs. Lined up after graduation.

Possible next-steps:

- Try to find students who have jobs lined up for after graduation to compare their feelings about life after school with those students who don’t already have jobs.

Dialogue 17

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Female
<p>Primary Goal of this Opportunity: Discern some of the greatest strengths and weaknesses of the Honors College at GVSU. To hear the opinions of one of its current students to empathize and gain insight.</p>
<p>How does conducting this work reflect on your team problem statement? This is the specific group of people we are solving for in our Design Challenge. Through interviewing current Honors College students, we can gain empathy to see what they are experiencing as they begin to think about transitioning from the university to the business world.</p>
<p>Summary of Research: This student believes that the Honors College has plenty of resources for students, but they do not advertise them enough, or in a way that is appealing to students. She loved the idea of completely changing the set-up of orientation week, because it was very repetitive in her mind, where the time could have been used more wisely. She believes that employers aren't just looking for a degree, they look for the soft skills and experience as well.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> ● This student has not utilized the Career Center, but is aware of it and plans to use it. ● She loves the idea of changing the Honors orientation to focus more on the resources offered to students and developing values and thinking critically about career and future goals and aspirations. ● The Honors College is a great resource to develop a network of people similar to you.
<p>Dialogue Questions and Response:</p> <p>Describe yourself as a Grand Valley Honors student. Your year, major, and your extracurriculars or hobbies.</p> <p>Ok so I am a sophomore and I am a social work major and I am a part of like volunteering just outside of Grand Valley. That's what I enjoy doing most of my free time. I volunteer for Susan Mast Foundation which is in Grand Rapids and I also like</p>

to just hang out with my roommates.

What does being an Honors student mean to you?

It means that classes are just going to be a little more academically challenging and it's also something that I look forward to like putting on resumes and stuff- that I graduated from the Honors College because I guess it's just like part of my identity in college.

Do you think that employers see you graduating from the Honors College as a more high potential employee?

I think it just shows them in general that you're a responsible person if you took the initiative to get into the Honors College to begin with straight out of high school, and then stayed in it for all four years during college. It just shows them that you're the type of person that works hard for what you're doing.

What are your plans after you graduate from Grand Valley?

I haven't really thought about that so much, being early in my college career. But I plan on definitely getting a job after receiving my bachelor's degree and then I go on to get my Master's as well.

Where do you see yourself in 10 years?

Okay in ten years I'll see myself already having like a job in the social work field and hopefully by that time I'll have saved up enough money- that's my goal in order to go through like a few years of grad school with relatively low debt.

How often do you think about planning for your future after Honors?

Like every single day. Yeah.

Describe the resources available to you that you know of through the Honors College and how they have helped you.

Okay so I just know that with like smaller class sizes and stuff within the Honors College through freshman and now sophomore year I really enjoy having it like more like one on one relationship with my professors because other than that I have mostly like lectures where my professor has no clue who I am so I really enjoy that. And then other resources is just like Meg and Kelly are awesome. I've talked to both of them before for advising, and they've really helped me plan for my 4 year plan.

Have you heard of the Career Center, and if so how has it impacted your time in college?

I've heard of it but I haven't used it yet but I look forward to using it in the future. I think that it's a great resource that they have for us so yeah.

Describe what you think future employers look for when hiring students.

I mean obviously a good resume and a good interview are huge for employers. Also just like background like any experience. You can tell that a person is just going to focus on one thing like their career, so career driven that they don't have anything else

like they want to know you as a person they want to know like what you're doing outside of that- especially for social work. I think it's very important to get involved in community service type stuff because that's basically what the field is centered around so they want to see that you're getting out into your community and stuff, not just that you were an honors student they want more than that.

In what ways do you feel that you are prepared for graduation and in what ways are you not?

I feel like the Honors College connects me with a lot of people as like-minded as me and work really hard to get good grades and I feel like that's just like a good network of people that might help like connect through like discussions and conversations of where like I might be able to even apply after graduation so that helps me. And a way I feel like I'm not prepared is because I have switched my major a few times and stuff like I'm not as informed about like the field that I'm going into as maybe other people who have known they are ever since they came to college but I also feel like that's really common so I feel like talking with advisors and stuff can help out with problems.

How do you see your time in the Honors College benefiting you in the future and your future career and endeavors- not just on your resume?

Okay so one of the main ways is through the senior project which is research that I would never do on my own and I think that just like opened my eyes to seeing like even if I just do a small project like what research is and how you get involved in it. So if I ever want to do anything in the future like I already have a little bit of background in that. Yeah because like when I hear research it kind of like it freaks me out and it's something that would just be like I'm going to have to do since I'm in the Honors College. I actually think that's good for me to grow as a person. Sometimes it's hard to make yourself do the more difficult things but I think it'll be good for me.

How do you distinguish yourself from non-Honors students?

I feel like a lot of it comes in motivation in my mind. It's definitely not who's smarter, who's not as smart but it's definitely how hard you're willing to work. And I feel like I work really hard at school. I mean I know I work really hard at school so, just like my other friends that I know aren't in Honors like there's a little bit of a different mindset that happens.

If you could change one thing about the Honors College what would it be?

I would change what happened to me freshman year. I know what I'm going to do junior year because of it, because I was in a sequence that didn't have an issues credit attached to it so now I have to take two junior seminars and I don't really have room for that in my schedule and I just feel like there needs to be some more leeway there where I could take an issues class that isn't Honors. But yeah that would be my main thing that is annoying to me that we had to sign up for our freshman sequence before we really even understood what that was.

What skill would you like to learn that you think will help you in life after

college?

Probably more interviewing skills. I feel like that's really important.

So that's the end of the questions, but we have come up with a couple of possible solutions that we will be presenting to the Honors College so I'm going to read them to you. Let me know what you think. We thought to implement a new orientation where Honors students, rather than playing games, will think critically about their future careers. Also the Career Center will be a part of the orientation to get their name out there. Do you think that would be beneficial?

Yeah, so I would completely change the way that our Honors orientation happened because I know that we came a few days before everyone else came onto campus during move-in freshman year and it was really difficult to sit through because as Honors students I feel like we were the ones that needed to know more stuff rather than that we needed to know the rules. At least we didn't need it pounded in as much and we had to go and basically the Honors orientation told us all like the university rules. And then we just redid that with everyone else like it was the same thing over again and instead I would enjoy like what you said. Yeah I may use the Honors time to really get us oriented with all of the options that there are through Honors like all the ways that the college can help us in general because a lot of people even people that aren't Honors like me like I'm sure I don't I'm not aware of all my resources but if they would have taken me right to like this is the Career Center you should use this and here's why. And here are the people that are going to help you write a resume and taking us to where Meg and Kelly's offices are inside here. This is where you go to advising like that would have been so helpful to me because I didn't even go to Honors advising on my sophomore year. Not that it was hard but as a freshman It was overwhelming and I didn't know what to do. So just to get people more aware earlier of their options so that they're not finally figuring it out like junior year and being like the one to do this sooner.

Something else we found through our research is that employers don't just look for a degree they look for like experience and the soft skills like communication and professionalism. So we're thinking about maybe developing a course or separate workshops for students so they can learn and develop their values and soft skills with activities like mock interviews or attending career fairs.

In my opinion that's a great idea, and I think it might be something that could in the future be substituted in place of junior seminar because I feel like a lot of things- I understand that you still need the credits during junior seminar, like that has to come from somewhere and that's very important. But for the liberal arts education since we don't take a lot of the same gen-ed's it's hard to get those adult-like skills in one place. I feel like the Honors College should take more initiative to offer things like that.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

I'm not sure, all your questions were insightful.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text.

Three more connections this stakeholder provided:

- The Honors College should take more initiative to make sure their students have more than just their degree to ensure success after graduation.
- Making meetings with advisors mandatory may make students not use them for the intended purpose, they will go just because they have to.
- Employers see graduates from the Honors College as more motivated and willing to work for success.

Possible next-steps:

- How can we make our mentorship innovation useful without making it mandatory?
- Modifying orientation to make it more useful for Honors students.
- Find a way to promote more interaction between Honors students to further develop networks.

Dialogue 18

Stakeholder Group/Location: Honors Student (Junior)
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: To gain insight on the experience and opinions of Honors students in regard to Career preparedness. Furthermore, to explore Honors students' opinions on the top 5 innovations that were decided on.
How does conducting this work reflect on your team problem statement? This is the specific group of people we are solving for in our Design Challenge. Through interviewing current Honors College students, we can gain empathy to see what they are experiencing as they consider their transition from college to career.
Summary of Research: The Honors student feels that he is comfortably prepared for his current situation in the Honors College. He is unsure about a job or immediate plans after graduation, but feels that he will be ready when the time comes to graduate. He stated that he had heard of the Career Center, but really only by name. He was unaware of the Career Center's functions and stated that his peers in the Film Production major had never mentioned utilizing the Career Center. When asked about the value of the Honors College, he stated that Honors classes help teach teamwork and promote an environment of hard work and achievement. When asked for a response on the top 5 innovations, he stated that there should be a happy medium between career activities in orientation and icebreakers. Also, that creating a dialogue between students and professors would be too professor dependent. He also stated that the idea of a class with mock interviews and career fairs would be a good idea especially if it is a low-stress one credit class. He also felt that having a mandatory interaction with advisors would benefit him because he had not interacted much with advisors. Finally, he encouraged the idea of opportunities for a day long job shadow, but advocated for it to be available for all years, not just freshmen.
Important insights: <ul style="list-style-type: none">● The Career Center is definitely under-advertised and students are unaware of the services it provides.● Our top 5 innovations are valuable, some more than others, and with some tweaking they could be applicable to many students and may have wide support.● Students put off future planning under the assumption that everything will fall into place when the time comes.

Dialogue Questions and Response:

Describe yourself as a Grand Valley Honors student. What is your year, major, extracurriculars, and hobbies?

I'm a junior. I'm a Film Production major and I'm currently working on a web series with some of my friends. It's not an official club or anything. We are working for a production company that some of the other film students are starting.

What resources have you used for your major decision process?

I just always knew I wanted to be a film major. All throughout high school that was the only thing that really interested me that much. And a lot of my friends were like: "I have no idea what I'm doing", but I knew.

What does being an Honors student mean to you?

It means I need better grades!

What sets you apart from a traditional student? What skills did you learn that you wouldn't in a traditional course?

You just need to put more effort into things and Honors classes. Especially with working with other people and really just thinking critically about things I guess. There are a bunch of gen-ed classes for Honors students and some of it is important, some of it is just like I don't need to know this, but that happens with any kind of gen-ed thing.

Where do you see yourself in five years?

Hopefully making films somewhere somehow. I mean there is production company that some of my peers have got going. The guy that started it is super ambitious and he wants to be a legit studio in the area. And I know that there are other local filmmakers here too so it's not undoable.

What about 10 years?

I'll be like 30 in 10 years. That's scary! Hopefully doing the same thing. I mean because if you want to do your career in film, you don't really have a lot of security 5 to 10 years in the future. Especially in Grand Rapids it's more of a freelance thing so if you want to make it big, you've got to move to L.A. or New York. So I've been thinking about that too. So I might be in one of those two places in ten years.

What are your plans for more immediately after you graduate from Grand Valley?

I don't know yet, but I have a year to figure it out so. I know there is a class in the film major where they discuss what you do with the degree and possibilities for jobs and that sort of thing. So there is at least some guidance. They want to help you so you're not just completely lost. So hopefully I'll get something from that.

How often do you think about your plans for your future after Honors?

Well I try not to think about it because it's scary. I had the realization a while ago because I'm graduating a semester early like in a year I'm just going to be done with

school. What will I do then? And most of my friends in my major are Seniors that are a year older than me so they'll be figuring things out too. So I guess I could just see what they do and try to figure out what I should do from them.

Do you know of any resources available to you through the Honors College which are meant to help you with the transition from Honors into the real world?

I mean there probably are, I just haven't looked into it.

Have you heard of the Career Center?

Maybe once.

Do you know what the Career Center does for you?

I'm assuming they help you figure out a Career!

Have you heard anyone else from your major going there or doing a whole lot with it?

No, I mean, Honors, Film majors, there aren't that many. So, they haven't mentioned anything about that.

What do you think future employers look for when hiring students?

I guess just like ambition and that they're willing to put in work and get along with others. You know, being an agreeable, nice person. And I know that film people have kind of a stereotype of being completely pretentious and everything so I'm trying not to be like that so they won't be like "Oh this guy is the worst".

Do you feel prepared to graduate?

Not at the moment, but I'm sure I will be by the time I do.

How do you see your time in the Honors College benefiting you in your future career and endeavors?

I mean Grand Valley State isn't really the most recognizable school. It's not like we're going to an Ivy league school or anything so it felt like being in the Honors College would kind of you know give it a little more like "Oh this guy was in Honors student even though he was at this University I have never heard of." Especially if I'm going to New York or L.A., they don't know we exist.

How would you distinguish yourself from a non-Honors student? What skills do you think would set you apart or what things did you learn in Honors classes that you haven't learned in just regular classes? Is there anything that you would put on a resume that would speak to your Honors experience apart from just being an Honors student?

I mean other than just like including the academic transcript, I don't know if I would put anything else on my resume about being an Honors student, but Honors classes do have a certain quality to them that makes them more engaging. People in the class are more willing to put in effort because a lot of the regular gen-ed classes I took freshman year and sophomore year, people just didn't care at all and it was just bad. Even now

it's kind of like that in a few of my classes.

If there was one thing that you could change about the Honors College what would it be?

I feel like some of the gen-ed requirements are kind of not necessary. I had to take like six or seven credits worth of science classes and I'm a film major and that was the whole thing about going to college, I'm going to do film now and I don't have to do all those other dumb math and science stuff like I did in High School but now I still had to. So yeah, I didn't really learn anything from those classes that I either didn't already know or I just don't want to know. Like it doesn't apply to me at all like it was physics and chemistry and I'm like I don't care! I learned this stuff already, I don't really see the point.

What skill would you like to learn that you think will help you in your life after college? It doesn't have to be specifically school related. Is there anything that you want to learn?

I feel like I have already had jobs in the past and I already know what to do like applying and interviewing and stuff. I mean it's always good to get better at that because I could definitely be better at job interviews. But college also just kind of prepares you for self-dependence. You know because you live a long way from your family and everything. I feel like I'd be okay with that. I would just like getting better at things I have already kind of learned just from being in college.

Here are some of our top five innovations that we came up with to kind of help out with the career preparedness issue that students in general have, but Honors students seem to have more. One of our ideas was to implement a new form of orientation where Honors students, instead of playing games and doing icebreakers, they would be able to have time to think critically about their futures, so you'd have the Career Center involved. What kind of what kind of feedback do you have for that?

I feel like there is a happy medium between both. Like you shouldn't just completely replace all of the icebreaker stuff because the icebreaker stuff is still kind of important even though we all hate it. It still helps because college freshman just feel all alone and everything and you don't really have friends that much unless they know a bunch of people from High School there.

So there is kind of a happy medium but you can see it having a place there?

Yeah, I feel like all the career stuff should definitely be implemented into that. It might seem a little early, but it is still important to keep in mind.

Another one of our ideas was to create a dialogue between Honors students and professors to realize the difference between their separate goals for the courses. This could be done through like a survey, It's the idea of making sure that the professors and the students are both on the same page with what you trying to get out of the class. I guess this points toward taking useless classes where you can go through class and go, "I have no idea what I'm supposed to get out of this", but to

kind of bridge that gap and say there are skills, there are portions of this that you be able to apply to what you do in the future to make sure that everyone's getting something out of it. I know some professors, when you have a lecture they'll have a list of things that you should learn by the end of it, but to really have some sort of reflection to make sure you know you got something out of it. What do you think of that?

I feel like that depends a lot on the professor though because even if you do make every professor do it, some are going to totally half ass it and not really care at all and some of them are going to be really into it. And some professors are better at making sure everyone is learning something and some professors are just like here's the stuff, you can learn it if you want, I don't care. Some professors actually take time to talk to students and everything like that.

Another idea was to develop a course for Honors students so they can learn and develop values and soft skills with activities like mock interviews and attending a career fair. Do you think that would be a good idea to either implement as a freshman class, just to get a little more experience with it?

Yeah, I feel like it would be a good idea, especially if it was just like a one credit class and students don't have to really stress out about it or anything like that. My high school did have stuff like that to have mock interviews and probably a few career fairs that I didn't go to. I don't know if a lot of high schools have that or not, but if they don't then that is definitely a good idea.

Another idea, and it can vary on timeframe or method, but some form of mandatory, monthly meeting with an adviser or mentor to ask questions and discuss goals or classes or plans for the future. Whether it be an in-person meeting or just an email that you're required to send that says either "Hey I'm doing fine" or "I have a question" just so that you can have that opportunity and be prompted to do it. What do you think of that kind of thing?

I know that would personally help me because I don't really talk to advisors that much and my whole college career has been pretty straightforward, I haven't had anything crazy happen, so it's been OK. But yeah that's probably a good idea to have students do that although some students just won't do it because either don't want to or don't care. So, there are probably going to be some problems with that, but I mean, I think that's a valuable way to make sure that they are doing the right thing.

Some feedback from the Director of the Honors College was that if you make it mandatory there has to be some sort of punishment if you don't do it, what does that look like? How do you do that? And you have to police that. But we thought, one of the reasons it can work better in the Honors College is generally Honors College students go "Well if it's for a grade, I'm just going to do it" so having it for credit might be the best way to do that. Do you think that it might be a good way to police that?

I guess, but then I feel like you would get a lot of complaints about how stupid and pointless it is especially from students that don't need that, because not every student needs that, but it would just be another one of those mandatory things that some

students complain about and some of them find value in. It might be worth it.

Then finally, to have a mandatory or some sort of obligation for job shadowing for freshmen in the Honors College. So you can do that in a field of interest and then have some sort of reflection afterward. So you could kind of tie that into the course for soft skills and other things. Do you think that would be valuable to have, even if it's just outside of classes or on a weekend or Friday, whatever it is, where it is just a day where you can go and do a job shadow so that you can get some more experience and see the field that you're actually looking to work in and see what it would be like to have a job there and get a feel for whether you like it or not. Is that something that you would be interested in if you could have that opportunity?

I'm thinking that might be more valuable for people like past their freshman year because I know a lot of freshmen have no idea what they want to do and even if they have a major, they're not fully committed to it really. People change majors all the time. And that might be the reason they change majors if they did a job shadow like that. So, I guess that would be pretty valuable. I feel like I'd like that to be open to every level of student, like every grade, not just freshmen because that's a pretty valuable experience for pretty much every stage in college.

Is there anything that I didn't ask you that I should have or anything that came to mind about these ideas?

I can't really think of anything. I said peace!

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

I can't really think of anything. I said peace!

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Sure, why not. Phone or Email is acceptable for communication

Three more connections this stakeholder provided:

- Other Honors students

Possible next-steps:

- Interview other Honors students

Dialogue 19

Stakeholder Group: Alumni
Estimated Age: 20-25
Gender: Female
Primary Goal of this Opportunity: To better understand the personal transition from FMHC into life after graduation.
How does conducting this work reflect on your team problem statement? We are attempting to solve a problem for this specific group of people. By speaking with a member from this stakeholder group we are becoming more aware of their issues and how that might be related to the rest of the stakeholders.
Summary of Research: My interview with this alumni gave me great insight about her personal transition into the workforce and how she is working on trying to get into graduate school. She gave me information about what resources she did/didn't use while at GVSU and why. She also spoke about similar issues that her friends are going through because they only focused on the education aspect of college, rather than devoting time to both grades and experiential opportunities. She offered her opinions and thoughts on my team's top 5 innovations which will be helpful as we begin to ideate.
Important insights: <ul style="list-style-type: none">● Students who plan on attending graduate school don't always understand how to best prepare themselves for that step i.e. grades, experience.● Students don't always seek out help from GVSU's resources/advising because of the intimidation factor and the fact that they don't think they need it.● Students have a hard time transitioning into college life which adds another element of struggle to their experience, making it difficult for them to focus on their career goals or other aspects of their future.
Dialogue Questions and Response: Describe your current life situation. So that means like where do you work and live? What kind of relationships and friendships do you have and what do you do for fun? After graduation I moved home back on the east side. I work at a psychiatric hospital and I am a psychiatric care specialist so I help patients with treatment and ensure safety. I've been in a long term relationship going two years. And for fun I hang out

with friends and family.

Describe your college experience for me. So what was your major? Did you participate in any extracurriculars or clubs?

My major was Allied Health Science with a Spanish minor. I graduated a semester early and college was a part of the Dance Troupe. I worked with Bethany Christian refugees which I discovered through the Career Center events.

Did your major change at all in college?

No actually I was considering being a math major, but after talking to the faculty I stayed with my original major.

Why did you choose to pursue the Honors College?

I'm trying to think when I first heard about it and I just like what's their program. I liked that they had a combined freshman year so like all of your gen eds were in one big thing (the freshmen sequence). I felt like I could focus on my major instead of just doing all the normal gen eds. I liked living with the others Honors Students. I could stay motivated and focused on school with my classmates which was really cool.

How would you describe your Honors College experience?

I think my experiences are different than other students because I did come in with so many credits. I didn't have to do as many of the Honors requirements. I just did my freshman seminar and I also did a junior seminar and my senior project and have to take extra Honors courses past that other than that I think I really enjoyed it. I was able to do my senior project abroad which was awesome.

What were your career goals while you were at GVSU and how did they change?

I entered college, I thought I was going to graduate in three years in the PA program and get a job immediately after. So the only thing that really changed from college is that I realized that not only were my grades important but also what I did to build up my resume. So that includes working full time to pursue a healthcare background to make sure I got into a master's program.

What do you wish you knew about adult life while in college?

Probably more about my student loans, because when you're in school you don't think about them. But the reality is when you get out it's like "Oh shoot like I actually owe a ton of money." Then also I think like they need to prepare students in how to actually get a job after graduation. I was lucky, but I know a lot of my friend aren't in jobs that they went to school for and they feel stuck in them. I think it's mostly because they thought their degree would be their ticket into the field but in reality there's a lot more that goes into developing your career and what you want to end up working in.

So what resources did you use during your time in Grand Valley? How were they helpful or not?

I spoke with an advisor a couple of times and that's pretty much it. I know the adviser helped me out when I was deciding between seminars and my senior project. And I

met with the faculty advisers I was assigned to make sure I was on the right track for what I needed to do to go to grad school. Other than that I didn't really use many other resources. I don't know if it helped or hurt me.

What skills do you believe you gained in the Frederik Meijer Honors College that you maybe would not have gained in traditional education courses?

I think I gained a lot of discipline. I know the Honors College was actually very difficult. You had a lot to handle, workload wise, and I think I've really learned very quickly how to manage my time, how to make sure I'm on the right track. I feel like if I was a traditional student then I wouldn't have been as motivated to work as hard. I don't think I would have put in as much an effort and the Honors College kind of forced me to do that.

How did you get the job you currently have? Did you get any help from GVSU with that transition?

I did not use GVSU, I actually found it on LinkedIn. I mean I think my educational background helped me get there but I just searched for traditional hospital jobs and found the one that I am in.

How does your experience as an Honors graduate set you apart in your field?

You think it's definitely something that I can use that sets me a part of other applicants. It shows that I am more dedicated and willing to work harder than others in my field which employers definitely recognize when they see that on my resume.

So what are some things a currently struggling where they can be like with your career or with your schooling and things like that?

I think the only thing I'm still struggling with is trying to get into a Masters program. That's kind of the name of the game. I wish I kind of took my grades more seriously when I was in my undergrad. It's important to not only pass your classes but also do very well. I realized that when applying for my Masters program because they don't want just decent grades, they're very selective.

How are you still involved with the university and the Honors College?

I'm not super involved anymore. I still get a lot of emails because I am an alum. I've given some money back to the school but that's it.

So what are some things that you wish the Frederik Meijer Honors College offered to students?

They could help more with the transition into college, I think. I know that they have that first week mentor person but they only last for that week. It would've been helpful for a lot of my friends, and myself, to be better transitioned into school activities and college life if those mentors lasted a while longer. I also wish they reached out to their students more about how they are doing and if they had any questions regarding their future or plans, because for the longest time I was pretty afraid to reach out for help. I guess I didn't think I needed it that much and that I was too intimidated to find out more information. So if someone had checked in with my throughout my time at GV

then I could have really benefited from that.

What are your short term career goals and then what are your long term career goals?

I would like to stay at my current employment. Long term, I want to be a PA and so that means that I have to get into a Masters program somewhere, which I guess includes another one of my short term goals.

We had to come up with five innovations for our design challenge which is making the transition from the Honors College to life after graduation go more smoothly. So we came up with five innovations that we think may improve that process. I'm going to read them to you and tell me what ways you think it would enhance the Honors program. Also, please share in what ways we can make the innovation better, in your own opinion. So the first one is we would implement a new form of orientation where Honors students, rather than playing games, will think critically about their future and their plans for the future.

I think that would be a great idea. I mean say look if you had one or two games I think that would be fine. When you start college you have this expectation that it's going to be the best years of your life, and I think a lot of people forget the main reason that they are going to college which is to prepare yourself for a career. So I think getting students to really think about that in the beginning would be helpful for them to plan their futures accordingly.

Was there anything that you would add onto that?

Would also reiterate that if you don't know right at this moment what your future is going to be that it's Okay. I know a lot of times people kind of came with specific ideas of what they wanted to do or be. Like after college like this the only thing I can do but then they realized they weren't passionate about it. I think it would be important to let students know at orientation that they may not have everything figured out and that they should take this time to explore their options and interests.

We had another idea for developing a course for Honors students where they can learn and develop their values and soft skills with activities such as mock interviews and attending a career fair.

That's a good idea. I do think that would be really important because I know when I had attended my first interview I had no idea what to expect so I kind of had to figure it out on my own or ask my parents for advice. It would have been nice to know those things in advance.

Another idea that we had was mandatory monthly meetings with an advisor or mentor to ask questions and discuss goals, classes, and plans for the student's future.

That would be a good idea. Earlier I mentioned that I had a problem with reaching out so I think having something monthly would've been really helpful. I probably would have been much more comfortable asking questions that I was kind of afraid of. Even if it was a very brief meeting like every month like "Hey, just checking on how you're

doing.” I think that would really help students stay on the right track and also make sure they're in something that they're going to enjoy later. I think that's actually very helpful.

And then the last one is mandatory job shadowing for freshmen in the Honors College in a field of interest with a reflection afterwards.

That'd be helpful but I don't know if it would be for freshman, necessarily. I think maybe like sophomore year would be good. That's when you're really starting to develop what your interests are and kind of where you want to go. I think having a mandatory job shadow would be great because it could help you find a job after graduation. It also ensures that's what you want to do because I know people that they finish their degree and they aren't doing what they like. It'd be a great way to truly discover what you're passionate about.

Stakeholder response to “what is the one thing I didn't ask you that you think I should have?”

NA

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text message.

Three more connections this stakeholder provided:

NA

Possible next-steps:

- Further optimize our innovations

Dialogue 20

Current Honors Student (Junior)
Estimated Age: 20-30
Gender: Male
Primary Goal of this Opportunity: To gain more insights as we work toward our final 2 prototypes and see which of our 5 innovations would be the most beneficial for Honors students by asking some of them.
How does conducting this work reflect on your team problem statement? This reflects out problem statement by trying to narrow our scope for the best possible solution for the Honors student body.
Summary of Research: As a junior who is majoring in accounting and finance and has been very involved in extracurriculars and the job market, this Honors student had a lot of information to offer. He said that Innovation 1 and 5 were the two best suited to him based on his experiences in the Honors program. He also confirmed the finding that employers are more interested in people with soft skills because it makes the work environment more productive.
Important insights: <ul style="list-style-type: none">● Innovation 1 and 5 are good starts to finding out what Honors students need.● His sequence professors were successful in teaching him and his peers' soft skills which have helped him in the workplace.● Soft skills are a need in the workplace.
Dialogue Questions and Response: So basically what our class has been tasked with is to create a solution to make the transition smoother for Honors students as they transition to life outside of college. We have five different innovations based on our research. So we're looking to gain some insights on these. To get it started, I'll read you the top five innovations we've come up with. So the first one is to implement a new form of orientation where Honors students, rather than playing games, with think critically about their future. The Career Center will also be a part of the orientation and get their services known. The second one is create a dialogue between Honor students and their professors to realize the balance between their separate goals for the courses. This could be done through like a survey type model. Something added on to gain actual data. So then the third one is

developing a course for students and they can learn and develop soft skills with activities such as mock interviews and attending a career fair, kind of like to push them to do those things and get out of their comfort zone. The fourth is mandatory monthly meetings with an advisor a mentor to ask questions and discuss goals, classes, and plans for their future. The fifth one is mandatory job shadowing throughout the entire time in college so you can stay connected and then possibly gain some different connections, and also understand what the business world is like and know how to plan for it. I'll give you a list of all those so you can look them over as we kind of go through this.

If you can just like describe yourself as an Honor student, like what is your year and major?

I'm a junior and my majors are accounting and finance.

Tell me about any extracurriculars or hobbies that you are involved in.

I mean I'm on the Formula SAE team, but that's about it.

What do you do on that?

I'm the CFO.

What would your duties be as CFO?

I look at all the team's money. Decide where we're going to spend it. Kind of keep track of how much we have at any given time, how much is going out and is coming in. Maybe pick and choose between two different things, which one we need more that we should be spending our money on versus the other alternative, and just kind of stuff like that and just working alongside the president of the club. Just to kind of be there and consult with him and consult with me and just kind of see where we're going to go. That's pretty much just about it. I also talk to the individual team heads. Basically to figure out what they need, what they're thinking they're going to need. Like a couple weeks ago I asked what you guys want, like wish lists of like top three priorities and just kind of took those into consideration as we kind of start diving more into the projects. Yeah that's about it though.

How often do you spend your time doing those things like throughout a week?

We have the club Tuesdays and Thursdays. Starts at 6:30PM so we kind of get there but sometimes I make it both days. I make it for sure on Thursdays every week and then that's about two to two and a half hours, sometimes even three depending on what's going on. I don't do anything like physical work during the week, but I do kind of think about some things in between the days in between our next meetings just to kind of have something to come with, like right away to bring up to the president or whatever just about something we may have talked about last time, just things like that, and just kind of monitoring what's going on maybe, check the team driver once in a while but nothing like crazy.

And if you could without saying their name, who got you connected to join that club?

Some roommates.

So what does being an Honors student mean to you? If you could define what an Honor student is, how would you describe that?

I feel like all students are like students who maybe they want to be challenged is what I would say. They want more challenging curriculum or maybe the Honors College appealed to them because it provides an easier route to achieve GenEd credits through sequences which are more entertaining than you know taking a cluster of 100 level courses. Because when I did it I had a four semester history sequence so that knocked out pretty much 95 percent of my general education credits so that was a lot more fun than taking classes I wasn't interested in that 100 level. So it provides more challenge and more like meaningful work versus busywork. So I just say Honor students, yeah, just want to be challenged more. Maybe they want to do that route. Maybe they like the prestige. I don't know, not necessarily just like that they think they're better than everybody else. Hey it's just another thing to kind of separate from the rest of the job pool, applicants and stuff.

How would you emphasize your Honors classification on your resume?

I just put it under education. But I put it up near the top of education, right alongside with the other important facts that the employer would want to know, which probably the most important one is graduation year because they're not going to really want to be to accelerate hiring you right away if you're graduating in four years from then. So it's like, I put it right below graduation year and you know if they ask about it as like yeah you know, I'm in the Honors College. I did this Honors course and you know. I had some special perks and whatever, the housing. Just talk about it, and so it's just cool. But. Yeah I just I just kind of listed it. I didn't do any special section for it or anything.

You said that most Honor students are looking for more challenges, and that's why they become Honor students. How would you describe your experience in Honors courses?

Well, I've had an Honor sequence. I've had, like Honors economics and I think the sequence was very fulfilling. It was good. I improved my grade in the course every semester which was nice because in the beginning it was more challenging than I had anticipated. It definitely was a step up from high school, even AP. But I got it together. You know the very next semester. And then from there it was just challenging myself to get better and better and it made me like a better writer and a better critical thinker. And we engaged in all kinds of really solid discussions and the professors were really intelligent and really knew their stuff and they just made it a really enjoyable experience. Overall in any Honors class, I've had a really solid experience that's been enjoyable, and it was well worth it.

How would you describe how any of the things that you've learned in those Honors courses developed you as a person or transitioned to your experiences in the workplace.

I think in the Honors courses it was, it almost felt like it was a more professional

setting I would say, because it's more challenging material and its more demanding material that you don't necessarily find people in there that are kind of in there to just have a blow off class like that. So pretty much it relates to the workplace because I got used to being in an environment where everybody in there was driven and focused on the end goal and that was to get the best grade possible. So all my peers were trying to write the best papers they could or do the best on the exams they possibly could or take the best notes they could and that's a whole lot like what an efficient workplace runs like. It's just everybody's driven towards the same goal and nobody's really holding the team back. And so in that way just the whole sequence idea like the Honors community as a whole being as exclusive as it is, definitely was kind of like a mini workplace that was good and enjoyable time to go to.

Where do you see yourself being five years?

Hopefully in five years I end up at an accounting firm. That's the main goal but for right now I'm just kind of seeing where it goes. I currently work at finance internship and I hope to be hired upon graduation by the company. I enjoy working there and you know I built solid connections with many people inside the organization. But my main goal is to be a CPA. Hopefully within five years. But you know I will see where it ends up.

Where do you see yourself in 10 years?

Hopefully, in ten years I hope to be either, like upper tier in the firm, maybe even partner. That's a little optimistic but it would be cool. Well. In 15 years I want to be CFO. That's a big goal too.

It's possible if you work hard enough.

It is. That'll put me at like, 35. It'd be pretty sweet.

How often do you think about your future after Honors College?

Too much. Sometimes it's like I don't worry about it, then other times there are things that kind of bring it up you know. Maybe I'll see the success of local community members in my field, and I'll look at how old they are and then see in the piece on LinkedIn or a newspaper or on MLive or something like that. I find it interesting to read where they started and how they went through the rankings. Did they go from you know, all new hire to manager or did they go through middle parts of the cake. Because some people go from new hire to the logical next step or just the one bump up or some of them will go pretty decently far rather rapidly and I definitely focused really hard when Kraft-Heinz appointed a 29-year-old as their CFO. And so that was something that I really looked at hard because he graduates at 21 and he worked for the company for all those eight years and he didn't really have enough time to go up the rankings in order. He basically went from new hire to manager to CFO. I definitely just kind of looked at what he was doing and you know thought about lining up his traits with mine and maybe seeing where I was the same and where it was different and like where I can improve to maybe match more of what the person of that caliber carries with them to that job, to that position and just maybe you know since that is my end goal, that's kind of like what I want to do you know. I don't want to fake it but I

feel like it's important to learn from those that are in that position because they're there, so you know. They've proven they can make it, they've proven they have what it takes. That's definitely something I look at in terms of the future.

If you could name some, what resources available to you through the Honors College are like meant to help you with the transition from Honors to the real world?

Well I know there's really top-quality Honors advising which I've been to a few times and it can go well beyond just course advising and schedule advising and. . These people were professionals in their fields and you know you might end up, even if they're not in your field, they're still professionals in education and they know professionals in pretty much all of the fields because they deal with other professors and other faculty members from those fields and they can either themselves give you advice or they can most certainly point you to a faculty member that can give you advice and maybe connections or ideas and things like that for your field. So there's definitely a lot of good quality faculty members that can just kind of point you in the right direction if you kind of give them a rough idea of where you want to go, you know. Either they will themselves or they'll find someone. You know, just even the whole university as a whole has lots of resources like that too. It's just more focused in Honors I guess because it's made for that group. Yes it's good, just the faculty are really good resource and that's about it. I didn't really do anything else besides the advising. So I'm not sure.

And have you heard of the Career Center?

Yes.

What does a Career Center mean to you?

From what I've heard about it and just an assumption basically, I'd say the Career Center is just like a place that the people in there have the main job at this university to help you get into the career you want to be in and you know your job is to get qualified for it. And it's not necessarily their job to get hired but if you're qualified for it, they are more inclined to help you find a place for employment, use the university's connections. I know there's a lot of companies locally here that love to hire Grand Valley students and they have really good relationships with our Career Center. And you know that's really important. And so they can pretty much point anybody of any field, any profession, in the right direction or they can, just like the Honors advisers, find someone else who can. So. I don't know why, I just say it's just the place you know that students go to get career advice and maybe have someone help them get a good start on their career as well.

What do you think future employers look for when they're hiring students?

In the modern workforce, well least according to Forbes, employers don't worry so much anymore about grade point or where you went to college as it used to. It's not that important. Not as important as it used to be. Modern employers are looking for, you know, I would say they're looking for genuine people who are genuine hard workers and like polite, respectful, responsible, and driven. I would say they just want

genuine persons in general. That is what I would say. You can only fake it till you make it so long. So sooner or later if you're just going along, it's going to show. So I would say you know a good quality employee will fit the criteria that they're looking for and that's just they want you to work hard. They want you to be genuine. They also want to have fun. With your co-workers and bond well with your co-workers and get along well with your superiors and that's just important for a well-run organization in general. So they definitely want to look for contributing members to their team.

Do you feel prepared to graduate?

Yeah. I would say so. I feel like everything I've learned here I've been able to easily apply to my internship in general and my own personal life. I would say that if I graduated right now I would be fine. I've got, you know, pretty much I got it figured out, what's going on. You know, what my career would be and what I would do. So yeah for sure. I'd say so.

So how do you see your timing on this cause benefiting you and your future career?

I would say it's definitely going to be beneficial as a good resume building piece. The stuff I learned in there, the team building the professionalism and the courses is just appreciating a good challenge and reaping the rewards of it is very parallel to a real job where you want to appreciate the challenge you're given and then reap the rewards from it instead of giving up and that's kind of where Honors did. You know, certainly assignments were harder. They seemed impossible. At first. It just kind of taught me that if I take a little bit of dedicated time to kind of look at it, I realized, you know, I can do this. This isn't crazy like I thought it was in class. And it will carry over to the workplace. You know. I can't see any employer that's quality really handing off a project that's just a dead end. It's not only a waste of your time, it's also a waste of theirs. So that will carry over with me for sure I'll never count a project out right away until I actually give it time or thought which I would say I definitely picked up my Honors history. Whether it was like paper topics or readings or exams. You know if I just focused on them it went a lot better. And then I could do it and it was quality work and that was just it was really good for me to pick up on that.

So another question that we have for you is do you have like any early mentor figure or some kind of person that kind of gives you guidance as you kind of go through your career?

Through the academic career?

Just in general. It can be academic or just personal.

I feel like all my main mentors of that nature are pretty much just my family members. My parents, my grandparents who, like my grandfathers in particular both had, you know, both of them started off from very small beginnings and basically worked hard their whole lives and they know what it takes to succeed, to move up the ranks. They know what employers look for. They know what makes a good employee because when they both retired they were managers and so they knew what kind of people they wanted working underneath them, what kind of people they didn't. You know I can ask

them questions about certain things and they'll give me advice about, you know, maybe if they see something that I do like in my current jobs that I talk about that something good, you know, they will definitely make a point that, "Hey keep doing that. I used to love it when my employees would do that and my boss would love it when my employees did that and it makes me look better too. You know if you ever get to this point when you have those kinds of quality employees around you know, your superiors will see, you know, hey your team fit they're really good. You know how they get stuff done, they're efficient whatever. And that looks good on you and on them and everybody's winning". And so definitely them. My parents, like I said before, just my dad and my mom. I can go to them really with any kind of like career related questions and just maybe about, during my internship, you know, when they offered me to work during the school year, I definitely ran past them. I said, you know, if I have the time in the schedule, should I continue? And they were like, "Go for it. It's an opportunity. You obviously performed well. They want you back". So I was like, OK. So. I can really I can rely on them most of the time and then just you know. Like my friends too. We're not really mentoring each other but we're all in the same boat. That definitely is nice to be able to talk to someone we can directly relate to because we're going through this also together so. Them as well.

How can you distinguish yourself from like a traditional student at Grand Valley?

I'm not sure. I don't really think I'm better than anyone else at all. I just, I really don't know. I guess you know, the only way I can distinguish is just that I'm in Honors. There may be plenty of other traditional students who are smarter than me. It's just, it is and they didn't choose to be in Honors. But you know that's fine. I would just have to say then I guess that's what I would distinguish myself from them as.

How would you distinguish yourself personally from someone with like the same major, or majors, and graduating from the same college but they don't have like the Honors distinction?

I would bring up just way that Honors benefits me. Like I said earlier probably then in that case I would just be like you know, the Honors College on top of Grand Valley offering a good education and a good experience. I'm receiving the same things that that person is as well. Except, my Honors level takes a little bit more. The classrooms are more professional, more workplace like in the sense that, again everybody who is in there is really in there to come out a really good grade because they understand its difficult material and they understand the need to put in more work yet they're still there. The environment has driven me to be a more dedicated student which will translate into being a more dedicated employee; one who can take more of a challenge, before giving up, which I don't like to give up anyway. But if it's really that crazy then sometimes it's necessary. But I would just say this whole time I spent in Honors here really made me realize that I can do a whole lot more than I initially think and that's an experience that a traditional student most likely will not have had to the same extent. And so I would definitely play on that and just you know. I like numbers. Obviously. The requirements to get into Honors College are not really low. They're pretty up there. You know, it also just proves that I had academic achievement through high school into college and then through college into the real world and that would be

something else you know, if it really that first area didn't really prove enough, you know I could be like, hey you know I had to provide an example of my writing. I had to fill out an application and meet the grade point requirement. I had to meet the ACT requirement. You know I had to be chosen. You know it's about fifteen hundred of Grand Valley's entire population that's in Honors. Some, I think like less than 3 percent of the whole university is in Honors so it's obviously an exclusive club. 3 out of 100 people can get it. So that's definitely another touching point.

If you could change one thing about the Honors College what would it be?

Actually. To make it more directed towards what we have so far if you could choose one of the five options, which one do you think would be the best fit for you?

I would say for me, the orientation part would be a lot better if we didn't play games and rather thought because when I had my orientation, the Honors orientation was the first two days and then the last three days of the week were spent doing traditional orientation and transitions. After a while playing the same kind of games you know, gets old. I would say it's just like, Hey I already did this the first two days and I have to do it for three more days and Transitions is not going to change but Honors, you know, since it is a small minority group here. That would be something that would be better to be like, Hey we're the Honors College and we're here to help you excel above your peers, in school and at work. So it would be about more beneficial and more along the purpose of the Honors College if we did critical thinking versus icebreakers, and so the other ones are good ,but personally I would prefer to have done that rather than play games.

What skills would you like to learn personally that you think would help your chances in life after college and help you be more comfortable as you transition?

Like not just in general or is a need to be like educational skill?

Just in general. Like anything.

I would say I'd like to learn more about SAP. I know that we've spent some time in the Management 268 looking at SAP. But lots of employers, especially large-scale ones now in the modern workplace, have SAP and you're a very valuable candidate if you can come out of college and you know SAP, so it saves them time and money because they don't have to train you. Whereas they would more likely hire and SAP-trained person with a 3.5 then hire someone they have to spend time and money on someone with a 4.0. I mean that would be extreme. But I feel like that would most certainly play a role in the final hiring decision if they could just take someone and put them right in. And they already started doing their job or if they had to take somebody and spend a month training them, and time and resources training them, versus the other person. I would say you know. Any sound financial decision would be like well if we can save a month's worth of training time and money really who cares about the .5 difference in grade point. So that would definitely be something that would be beneficial for me and really any field as the workplace continues to get more and more electronic. Knowing software and having software skills, especially the SAP, which is just growing and growing every year and more people are adapting it and it's truly priceless.

What would you say would be the second choice that you would pick from of those five that you think will help you as a transition or would have helped like starting off?

I would say that the mandatory job shadowing would be a very cool thing because most freshmen, you know, come in and they're like, Hey I don't necessarily know what I want to do. Because nobody's going to come here and be like, yeah you know, I've been an accountant since I was 10. Like no one knows. And I was fortunate enough to come in here with an idea. I started off as engineering and that didn't last obviously. It definitely wouldn't last if I job shadowed. I wouldn't have even gone to class. I would have dropped it. So I would have been like, nope. If these kids can see what it would be like then they would have a less stressful time picking a major and going through the coursework here because as of now myself, my friends, you know, other people I know we all just kind of are like, oh I was good at math so let me give it a shot. And it's like well if you give it a shot for two years and it sucks your kind of screwed. So it's like, OK, but if we knew there shouldn't be any problem in choosing a major and sticking with it, it would probably increase graduation rates if I'm being honest because if kids don't get discouraged because they feel like they picked the wrong field, they'll be more likely to stay in school. So that would definitely be a big one. Yeah.

Well is there anything that I didn't ask you that you think I should have?

No I would say that that's pretty good. That should be fine.

Could we reach out to you again for any follow up questions that we might have if we think of anything else?

No problem. That would be great.

Could you think of anyone else that you think would be helpful for like innovation process to talk to?

Not a name right?

You can say a name for this part, yeah.

I'm not sure. Maybe just. Maybe like an Honors faculty member that you know well or something like that. So someone that you've had and. You know I would definitely I would have talked to my professors. They think critically, and they are very personable, easy to approach and would gladly talk about anything that will benefit students because that's the kind of professors that they were over the span of that sequence. And so I would I would talk to them and if it were me I would be like, hey what do you think this? I'm sure you know, there's other people that have their faculty members who would do the same thing and. Because you know a lot of the faculty, I've never really had any problems with any of them being rude or hard to talk to you know all of them just really are like, hey I'm really here to help, and I'm sure they'd love to answer any of these questions about helping make the Honors College better.

Awesome. Well that's pretty much it. Thanks again.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

“No I would say that that's pretty good. That should be fine”.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

They are okay with being contacted by either email or in person.

For Dialogue:

- GVSU Faculty
- GVSU Faculty

Possible next-steps

- Conduct more interviews to develop our innovations
- Start to further develop our innovations and decide on the final two best options

Dialogue 21

Stakeholder Group: Honors Student
Estimated Age: 19
Gender: Female
<p>Primary Goal of this Opportunity: The goal of this interview was to see what a current Honors Student would think about our prototypes being enacted into the program.</p>
<p>How does conducting this work reflect on your team problem statement? This allows us to see if our problem statement could be accomplished by seeing what an Honors Student would get out of our prototypes, and to see if they would actually be helpful to the student.</p>
<p>Summary of Research: My interview with this student gave me a deeper understanding of what many younger Honors Students want/think they need before graduation. She discussed how she valued her current classes and the soft skills that she was developing in them (such as active listening and collaboration). She also spoke about her opinions on our top two innovations, to which she said that the job shadows would be most helpful but also the hardest to implement.</p>
<p>Important insights:</p> <ul style="list-style-type: none">● Job shadowing would be more beneficial to students than a year-round mentor.● They are already learning the soft skills they need as far as communication and working with others goes.● Learning about the resources before school starts would be very beneficial.
<p>Dialogue Questions and Response:</p> <p>Describe yourself as an Honors Student. What is your major, are you involved in any extracurriculars or clubs? Okay well I'm a freshman. I am currently double majoring in behavioral neuroscience and computer science which I might possibly change but I'm in the social product innovation club. It's like a new club that alumni from my sequence that I'm taking has started. And yeah I really enjoy Honors so far just because I really like the discussion basis of everything and because I like to talk.</p> <p>What does being an Honors student mean to you? Oh I feel like it means being open to new opportunities and like different discussions</p>

because I know within my Live Learn Lead, like we talk about a lot of different topics and stuff and it's really broadened my perspective. Of course being organized and having a good work ethic goes along with it too.

Where do you see yourself in the next five years?

Well I'm hoping to probably like further my education after getting bachelor's thinking like getting a master's degree. I would hope to have at least like a starting job kind of in my field of interest which right now I'm looking more toward like a psychology career. But I definitely want to keep continue on after being here and getting a bachelor's degree.

Where do you see yourself in the next 10 years?

Oh god, that's so far ahead. Actually just yesterday I was doing a lot of research in my career areas in psychology because I'm beginning to become really interested in it. I haven't taken a lot of courses yet in that area but, I don't know, I've looked into some careers and for some of them they require a PhD. Which is of course a lot of work afterward. But I mean that's like kind of an option for me now but that's something that I feel like I just have to decide if that's going to be worth it for me in the long run. I don't know location, yet I feel like that's going to depend more on the work that I get into kind of where I go. But I mean I definitely like in the future, I'd like to settle down with someone like possibly start a family, I don't know we'll see.

What are your plans after you graduate from GVSU?

Well I mean like besides furthering my education, but I haven't made any specific plans because I'm still trying to figure out what I want in my life. So I mean I definitely don't have anything set in stone yet but I'm meeting with an advisor in like a week or so to kind of like lay out more of a plan not only here but also like what my possibilities might be for my future.

How often do you think about and plan for your future?

Recently a lot. For sure. I think. Now it's becoming more real now that we've only been here for a little bit. And like I've been doing a lot more thinking just not like what classes I'm taking and what I'm doing. Like me through high school I always thought like computer science I want it as my only major. And over the summer I had a really good conversation with my cousin and we just got to talking just about life in general and we got into how the brain works and stuff. It's just like really appealing to me because I had someone that I was really close with who struggled with like depression. So mental illness was really interesting for me because like I really want to understand more how that works. So like now that I've gotten into that I'm becoming more passionate towards like learning more about it. I've always loved helping people as well. So like I've been doing more thinking like how I can incorporate all of that into a future career possibility.

Do you know of any resources available to you through the Honors College which are meant to help you with the transition from college to the real world?

Not really I'm not going to lie. I've met with one of my advisers already, Kelly, and

talked to her. I know that the resources are there, but I just need to dig deeper and use them.

Have you heard of a Career Center?

Yes.

So what does the Career Center mean to you? Do you know what they do there?

I think they can kind of help you decide maybe what would be a good fit for you as far as like getting out, getting experience. I know my mom has tried to push me to use it. I think they help with like internship possibilities and different things to get you experience which I think is a really good resource for sure.

What do you think future employers look for when they're hiring students?

Definitely experience especially as you get like further along the path. People are going to want to see that like you've put yourself out there and not necessarily only in that field I feel like a well-rounded experience is really good. Things like volunteering, things just to see that you've kind of put yourself out there to try different things. Also someone who is organized and who has initiative to do well.

Do you feel prepared to graduate?

I think so yeah. I feel like with all the resources and things that we have, if I do get stuck I kind of have somewhere to go. That's why I made that advising appointment because I really want to get someone else's point of view. That's like an adviser for my major to kind of help me and to better understand what I'm looking for.

How do you see your time in the Honors College benefiting you in a future career and your endeavors?

I just feel like I've done there's been a lot of collaboration and like working with different people like in my sequence. We get split up into different groups all the time so I'm constantly talking to like different people and I feel like that's just really valuable because you see different points of views that maybe aren't the same as yours. It helps you learn how to listen to other people and how to really hear what they're saying and incorporate that into what you believe.

How would you distinguish yourself from non-Honors students?

I don't know I just feel like Honors students, in general, have more of a drive to succeed at what they're doing. Like that's why you apply to be in Honors. Because you want to push yourself and you want to be with other people that are similar in the sense that they like to think and talk about important things. It's just a different mindset.

If you could change one thing about the Honors College what would it be?

That's hard. I feel like because this is only the first year and like I've liked everything about it so far. I don't know. Maybe making the Live Learn Lead class a requirement. It's been really valuable to me and I think everyone could really benefit from taking it.

What skill would you like to learn that you think would help you and your life

after college?

Well this is something that I've talked about and heard. It's like getting better at listening rather than just hearing people because I feel like I've always been a pretty good listener. But sometimes I get caught up in preparing my response, so I'm not fully engaged in what somebody else is saying to me, so I've been working on that in class. Just engaging more with the person, really letting them complete their thoughts and instead of thinking of what I want to say or trying to plan out a response. I feel like it distracts me from the other person and I feel like I've been doing better with that.

OK so part of the team Design Challenge is to come up with innovations that will help the transition from college to life after graduation go more smoothly. These are our prototypes. Our first one would be to require Honors students to have two job shadows that will be completed within the first two years at the university, they can do more if they choose to. The reason behind this is to help students realize what field they actually want to go into because many majors have various options within a certain field. This will also help them understand how a workplace operates and what it takes to get there. What is do you think of this concept?

I mean I think it's awesome because it's a requirement which means it kind of like pushes you to get out there and do it. Job shadowing, for me, is something I would love to do because you feel like you don't truly know what you're going into until you step foot in the place and really see what happens. So I feel like making that a requirement is really good because it pushes those people who may be like "Oh that would be cool, but I don't really know how to go about it." It pushes them to go figure it out and kind of get into it.

Is there anything that we should change about it?

Like I mean I think it's pretty like realistic and I think it would be really beneficial. I like that it's within the first two years but then they have the option to keep going. It's not like you're restricted. I like that it's also not just one because like you said when you were explaining it it's there are oftentimes a lot of options within a field of study. That's usually how it is. So it gives more opportunity to kind of expand and not just go one way but try to different things. I feel like it's a really good number because it forces you to get out there and I feel like for a lot of people once they see that experience in those areas they'll be like "Wow maybe I should do more of this."

The second prototype is to get Honor students connected with the proper resources earlier on in college life. We would do this by changing the formatting of the Honors orientations. At the overnight orientation program students will be able to have fun while also learning about the supportive resources available to them on campus and online. During Welcome Week students will be connected to student mentors with experience and or a related Major. The students will actually stay in contact with these mentors and update them on how everything is going at least once a month. The mentors are going to help the students find the right resources, help make them more comfortable on campus and with their courses in general, and then anything else that students might need help with for

whatever reason. What are your thoughts on that?

Because I went to the overnight orientation and it was a lot of fun, but I feel like it would be cool to kind of incorporate a little bit more of like a learning thing. I know when I went like I was able to ask questions to the people that were there. The fun stuff was great, I loved it, but I think it would be nice to do it and have a little more information about the resources because I know I said like I haven't really dug into it as much. And I feel like if from the beginning I mean before we're even here, if we were given a little more information it would give us more time to use the resources. And the mentor thing is cool. I liked having that for Welcome Week, it was cool. And I mean like my mentor has texted our group a couple times throughout the year just saying like "Hey hope you guys are doing well" and those kinds of things. It'd be cool if you could you have someone who's been through their first year already and can give you a little bit of help and like make you more comfortable if you need it. So that's good.

Which one of these two do you think will be easier to implement into the Honors College and why?

I mean honestly I feel like the second one should be pretty simple to implement because we already do the overnight orientation it's just as simple as like adding a light information session during that and then just further implementing the mentor program into a year-long thing. I feel like that's very doable. I mean I think the first one is good but it's it is adding on a requirement, which I don't think is a bad thing, but it would be harder to do.

Which one do you think will have more impact like the student life?

For me personally I think the first one would have more impact because it really puts you out there. We all have the choice to put ourselves out there but sometimes some people need a little push. Maybe they're nervous or whatever but this gives them that little push. Both ideas are wonderful but like that the job shadowing I think is huge and can be very beneficial.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

NA

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via email.

Three more connections this stakeholder provided:

NA

Possible next-steps:

- Look into what it would take to implement these prototypes.
- Ask other students which prototype would be most beneficial to themselves and others in the Honors College.
- Ask faculty what challenges implementing these prototypes would bring.

Dialogue 22

Stakeholder Group/Location: Current Honors Student
Estimated Age: 20-30
Gender: Female
Primary Goal of this Opportunity: Discern some of the greatest strengths and weaknesses of the Honors College at GVSU. To hear the opinions of one of its current students to empathize and gain insight.
How does conducting this work reflect on your team problem statement? This is the specific group of people we are solving for in our Design Challenge. Through interviewing current Honors College students, we can gain empathy to see what they are experiencing as they begin to think about transitioning from the university to the business world.
Summary of Research: This second-year student came to Grand Valley set on a certain major, wanting to work in a lab doing research. Since then, she is now taking a class within her major that is making her consider changing everything. When questioned about one of our top innovations of mandatory job shadowing, she loved it, and said that would have been super helpful to have in her first year, because then she may not have been stuck where she is now trying to decide what's right for her.
Important insights: <ul style="list-style-type: none">● This student loved the idea of totally revamping the Honors orientation to be more practical instead of playing games.● Making mandatory job shadows would have really helped her, as she is now questioning her major and future career options.● This student believes that the job shadow innovation will be most practical and easiest to implement.
Dialogue Questions and Response: Describe yourself as a Grand Valley Honors student. What's your year, major, and what do you like to do outside of classes? I am a second year student, with junior credits standing. I'm a cell and molecular biology major, at least for now. I thought I wanted to do lab stuff like solely lab and in the CMB lab class that I'm taking right now we had some lab and like, no. I want some people interaction. Outside the class, I work and do stuff with church.

What does being an Honors student mean to you?

I mean basically the Honors program let me get through my gen eds quicker. Which is probably the most truthful reason for doing Honors College. And also being held a higher academic standard, and being challenged more.

As of now what are your plans for after you graduate?

Getting a job somewhere in my field and not being with Meijer still. Potentially going for a Master's or Ph.D.

How often do you think about your plan for your future after college?

I often think about how much I don't have a plan. Occasionally not constantly, but occasionally.

Describe any resources available that you know of through the Honors College and how they are helpful to you.

The Honors College office. It has advisors that I went to last year. You can ask them for help and you can figure out what you need to do for your classes. I know there's other stuff, I don't use all the resources.

Have you heard of the Career Center?

Yeah.

Have you gone to the Career Center?

No, but I want to go there I think.

Describe what you think future employers look for when hiring students.

Someone who can focus on their major but also is a well-rounded student.

What ways you feel like you are prepared for graduation and in what ways are you not prepared?

I don't know what I want to do. So therefore I'm not ready to graduate. Like I know what I need to get done to graduate. Grand Valley has done a really good job of having that available to me. I think I know what's expected of me and what classes I need to take.

How do you see your time in the Honors College benefiting you in the future?

I made friends. It made it so that I didn't have to worry about fitting gen eds in at all, that's probably the one benefit of Honors College.

How do you distinguish yourself from non-Honors students?

A little thing when I graduate, and I get to not have so many gen eds that I have to take.

If you could change one thing about the Honors College what would it be?

Really I don't think I have anything that I'd change about it.

Okay that's the end of the questions. We have come up with five different innovations on how we could help students transition better from college to a workplace or grad school. One of the ways that we're looking at is implementing a new form of orientation during Welcome Week. Honors students will be engaged to think critically about their future. They will see and actually go to the resources that are available to them; where the Honors advising offices are, learn what the Career Center is, etc. Through this we will also implement a mentorship program that will last for the entire first year in Honors. Mentors and mentees would be required to meet once a semester or even email them like monthly or something.

Definitely, with that transitions week it's very repetitive between the two things and it was just we were all over it. Yeah.

What do you think we could implement like instead of playing games in order to make students aware of their resources and help them to be able to use them later on?

Showing MyPath and stuff like that. And like all the different things on that. I just kind of had to figure that out.

Our next innovation was having mandatory job shadowing in Honors College in a field of interest and then reflecting on it. Honors students would do one in freshman year one in sophomore year.

Would it be like for credit, or it's like part of..?

Probably part of the Honors curriculum in order to graduate with Honors.

I love the idea, because job shadows are great and I wish would have done more. But, time wise, I don't know.

We're thinking about making it once a semester. We've done other research that has said actually experiencing something - getting in the workforce, will make you realize like oh I want to do this, or oh I don't want to do this.

Yeah. Or you take the class and go oh I want to change my major. Oops.

Those are top two things that we're thinking of doing. Would you say one is stronger than the other?

They're both good. Because transition week sucked. But I think job shadow is probably more practical and easier to implement. And it can be like a more concrete thing.

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

I'm not sure.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via text.

Three more connections this stakeholder provided:

- Many students are unaware of where Honors College resources are, even the Honors advising offices.
- A mentorship with an individual in your same area of interest would be very helpful.
- Possibility of creating mentors through the FMHC ambassadors.

Possible next-steps:

- Make Honors orientation more worthwhile.
- Make Honors and traditional orientations less repetitive.
- Have mandatory job shadow experiences, but make them interdisciplinary.

Dialogue 23

Stakeholder Group: Honors Student
Estimated Age: 19
Gender: Female
Primary Goal of this Opportunity: The goal of this interview was to see if the prototypes my team had come up with would be beneficial to the Honors population, and to see how they were different in an Honors Student's eyes.
How does conducting this work reflect on your team problem statement? Our main stakeholder (End User) is the Honors Student, so we want this change to be designed to cater to them. By asking a current member of the Honors College we got to get a personal perspective of what our innovations would mean to them.
Summary of Research: My interview with this Honors Student gave me further insight about her own experience in the college so far and also about how our prototypes could affect the student body. She spoke about how she wished there was a stronger community presence outside of her classes. She also touched on the fact that she was learning to voice her opinion and speak in front of others much easier due to her Honors courses, which speaks to her development of those soft skills. She really liked the job shadow prototype, but she thought that the orientation prototype would be easier to implement.
Important insights: <ul style="list-style-type: none">● She is learning some of the soft skills that employers value (Communication, voicing her opinion, speaking in front of groups)● She desires a stronger sense of community outside of the classroom.● Job shadow prototype would be most beneficial in her eyes.
Dialogue Questions and Response: Describe yourself as an Honors students. What is your major? Do you have any extracurriculars or hobbies or a job? So my major is nursing. And the only extracurricular activity I'm involved in is marching band. I'm part of the Colorguard so that's really time consuming but it's a great opportunity. I learned a lot in it. You know that's not necessarily knowledge based but more like a skills sort of thing. Being able to learn quickly proves you're an Honors student. I really just did this because I wanted to have some deep learning experiences. I really liked interdisciplinary nature of Honors courses and I like being

able to talk about multiple things in one class instead of separating everything into different sections.

What does being an Honors student mean to you?

Honestly I think that I really want to be in control of my education. You know kind of take extra steps to get the most out of it.

Where do you see yourself in the next five years?

Well, hopefully I'll be a nurse and like working toward my nurses practice so that's like the major thing. I probably will want to stay in Michigan but not like go right back to my hometown because I wanted to branch out and like be my own person.

How about 10 years. What do you see in 10 years?

I have no idea. It's hard to imagine, but I'd like to be a nurse practitioner. Family wise like you probably be married you know I'll be like gosh 29 by then. That's kind of crazy to think about. Definitely. Boy, married and like maybe have a family.

What are your plans after you graduate from GVSU as of now?

So after I graduate I'm planning on working and also going back to school.

How often do you think about or plan for your future after graduation?

All the time. Pretty much like every day I think about it because you know when I'm in my classes and I hear interesting things I kind of think about how I wonder why that happens, as a nurse or you know just in my life helping my friends with my knowledge. When I think about you know friends you know. Like are they going to be in my life after school? I think about my future a lot in that way.

Do you know of any resources available to you through the Honors College which are meant to help you with this transition from college to after graduation?

So pretty much all I know about are the advisors. You can walk in whenever you really need it. Pretty much all I know.

Do you like know what they do at these advising appointments? Like what do you think when you think about the advising center in the Honors College?

I think we're all just talking about your questions and answers. Yeah maybe getting some resources.

Have you heard of the Career Center? What do you know about it?

Just the kind of that they help you explore options. I haven't really had to go because I'm pretty set in nursing but yeah.

What do you think future employers are looking for when they're hiring students?

A well-rounded person you know being able to talk to people and have good communication skills. Also you know have a good base of knowledge you know. Being able to do what the job requires.

How do you see your time in the Honors College benefiting you in your future career and endeavors?

I think it's just really helping foster deep learning in me. In high school, I was kind of a strategic learner and so I mean in college I think it's really helping me get out of my box and like talk to people in class I'm participating a lot more than I used to and I feel like that's also extending to life for me in general. I'm like getting more out there and be able to talk to people that I normally wouldn't be able to. So yeah.

How would you distinguish yourself from a non-Honors student?

In some cases they take a lot more initiative. I don't think it's fair to just say that kids are more driven or anything. There are definitely people out there who aren't in Honors that are just as driven, just as smart, just as you know everything that I am I just made the choice to get into this learning community because I value it.

If you could change one thing about the Frederik Meijer Honors College What would you change?

I wish we were a little bit more of a community. I think that the classes are great and the environment for learning is great but I don't feel much of a sense of community outside of my classes. I don't see why you know I know them necessarily in my class. There are many like opportunities to work with our fellow Honors students.

What skill would you like to learn that you think will help you in your life after college?

Just communicate and work hard I feel like I'm starting to so.

The first prototype concept we would like your feedback on would require Honors students to have two job shadows that will be completed within their first two years at the University with the option to take more if they would like to. The reason behind this is to help students realize what field they actually want to go into because many majors have various options within that certain area of study. This will also help them understand how workplace operates and what it takes to get there.

I think it's a great idea. A lot of people don't take that initiative even though it's useful because maybe they're scared of barriers. I think that maybe the Honors College could help like get those opportunities for jobs and jobs doing it can be hard to get people to say yes to it you know. So maybe that would help us get there.

The second one is to get Honors students connected with proper resources earlier on in their college careers. We would do this by changing the formatting of the Honors orientation in the summertime. With the overnight orientation program students will be able to have fun while also learning about the supportive resources available to them while on campus or even online. During Welcome Week students will be connected to student mentors with experience and or a related major. Mentors and students will stay actively in contact throughout the year with a minimum of meeting once a month just to check in and say like how are you doing? What are your plans and goals right now as of now, and how's

your major going? The mentors will help students find the right resources and help them become more comfortable on campus and with their courses and anything else the students may need help with within reason.

So I think that I did the overnight program and I think it was great. Personally I think that lecture time like when they were giving us information about the honors college was great. It was a little long like breaking that off would help people. That's just a general thing. I think that you know talking about the resources or you know more relevant things like that could have been like further highlighted more than they were. So I think that that could just be great.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

NA

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, via GroupMe.

Three more connections this stakeholder provided:

NA

Possible next-steps:

- Look into how our innovations could be connected to enhancing the community presence.
- Look into how often professors are encouraged to fully incorporate soft skills education into their curriculum.

Dialogue 24

Honors Professor/Faculty
Gender: Female
Primary Goal of this Opportunity: To gain profession insight on our innovations and prototypes, while also learning about which would be easier to implement or have more effect.
How does conducting this work reflect on your team problem statement? This relates to our problem statement because we going to faculty to understand what they view would be best for their students while also learning about how they view the student.
Summary of Research: The professor that I spoke to said that Honors students tend to be more prepared for their classes. She spoke about how the faculty has come together more with the new change in the FMHC director, and how it has helped them develop the curriculum of the college. She said that she prefers Prototype Two because it would be more beneficial to making students well-rounded while also being easier to implement.
Important insights: <ul style="list-style-type: none">● Prototype Two is better because it will help students in every aspect of their education● Extra emphasis on soft skills learned through their classes (exemplified in the student learning objectives)● Professors need to put more effort when it comes to making sure students are aware of the skills they're learning
Dialogue Questions and Response: How long have you been working at Grand Valley and what led you to working here? So I started in 2002 so I've been here 16 years. And I came here after finding that they were advertising for a philosopher and I'm a medieval philosopher. And I came here and interviewed, and it wasn't really how I imagined that it would be the job I would have because it's such a big university and I'd come from a smaller university. Most of my college education had been at smaller schools. And so I applied but I was really impressed with the Dean and, well he was acting dean at the time, it was _____. I was super impressed with the people in the philosophy department, who interviewed me, who became my colleagues after they hired me. And I came to see while I was on campus interviewing, at a big public school, I realized that, first Grand Valley is a

small school that has big facilities. So it is small in the sense that it has smaller classes, the teachers get to know the students, but it's big in the sense that you have all of these you know great labs and athletic facilities. And so I was really impressed with the school. And so I ended up being offered and taking the job here. It gives you a couple takes on that.

We know what the student learning objectives are. You can find them on the GVSU Web site. Would you go in-depth on the SLO's and why they're important to students?

Yeah. So the student learning outcomes, Grand Valley has nine student learning outcomes, and those are the nine student outcomes that the curriculum committee, the gen ed committee. By and large the faculty. And then finally as a final endorsement of that, the Board of Trustees has decided these are the most important skills that we want students to have and when we educate our students in these student learning outcomes, they are going to be broadly educated and they are going to be educated in a way that those skills are applicable, they're transferable, so that they're able to take them and whether they were taught those in the course of an art class or middle eastern history class or a science class. Those skills are broadly transferable to whatever else a student will do, either in the rest of their career at Grand Valley, going into graduate school, or going into the workforce. And so it's funny because you can say, I learned my critical thinking in my Middle Eastern Studies class or my sequence where we were looking at these medieval texts and we were analyzing the text and someone else might have learned those same critical thinking skills in an art class or in a literature class. And so content is important to professors because it's what they get passionate about. It's what we focus on, it's what we study and specialize in. But in terms of the student learning outcomes, the great thing about them is they have a flexibility where you can say, I'm going to teach you critical thinking and I'm going to use history as the way to teach you, or someone else is going to say I'm going to use philosophy as a way to teach you. And for you as a student, it's great if you can kind of get them where you want them. But if you end up in a philosophy class, sort of by default, you're still learning these really valuable skills that you'll be able to use later on.

You mentioned that there should be skills that transfer over. So going along those lines, how applicable would you consider all those student learning outcomes?

Have they been connected with how students perform in the workplace?

Yes. So I can tell you a little bit about this. We did a study. There was a study of West Michigan businesses a couple of years ago and I can't give you any more information than that because I just don't recall it, but they did a survey of businesses in West Michigan and they went around, and they said, what kind of workers are you looking for? What are the kinds of skills that you like? And the humanness like me, we're just pleasantly surprised because they were saying, look, when you're talking about somebody working in, let's say a large business-like Steelcase or furniture places or any of these big places, we don't really need people specifically trained in business, and in fact they mentioned history as a discipline that they thought was great. They loved historians because they said we can train them for the specifics of this job at this company. But we can't train them to think critically. At that point it's like they want

people that already can do that. And they are expecting that they're getting that in college and so they like humanities majors like philosophers and literature people and historians because those people learn how to think critically. So then they can go and say, okay I'm going to work at this nonprofit or this big company. Maybe I'm going to work in human resources or wherever. And then the company just trains them for that specific job that they already have those critical thinking skills. They have what we had also called soft skills. Being able to communicate orally and writing. Being able to have a sort of cultural competence so that if somebody in the business or in the workforce that you encounter has a different background from you, you don't flip out or think that they're strange or that you're able to understand cultural differences and value those. And those are the kind of things that you can learn in college, that we teach through those general education skills goals, among other things, that are great in the workforce. So I think one of the one of the important things for students to be able to do is to articulate that. And so rather than thinking, oh my gosh what did I learn in medieval history that I can take to Steelcase and say, well I'm an expert on this Sunni-Shia split. But to think about it in terms of what did reading these kinds of texts teach me about analyzing a text. About thinking carefully. About synthesizing different ideas, and different sides, and different points of view. About looking at graphs and looking at data. And so you can sort of abstract the content from them and then you can go to the workforce and say, it was great because I learned how to hear different viewpoints and come up with a kind of synthesis. I learned how to sort facts out. I learned how to read a critical text and analyze it. I learned how to understand data and how it's presented in material. And they might say, oh that's great, where'd you learn that? In my middle eastern sequence. So it's the skills themselves that are important, and the content is kind of the icing on the cake. And so it's the student that's able to say to a prospective employer, here's what I'm able to do that I think is going to be at an advantage.

One of the big like buzz words in our class right now is soft skills, along with all the certain student learning objectives that we've been covering. Because a lot of students don't really notice that they're being taught critical thinking or other soft skills because of it's integrated into the curriculum. So we believe part of the issue is we've got to make students more aware, like you should think about your experiences and actually process what you're learning efficiently.

I think that you're right. And I would say that I need to do a better job of that in my own classes of having students be more reflective and just maybe even, I think it could start with a conversation. Maybe at midterm or towards the end of the semester and just say, OK let's just talk about the skills you've learned here and let's reflect on those? We are in a reading group through the faculty teaching and learning center and we're reading a book on what the best college professors do or what the best college teachers do. Something like that. And I think as part of that process we're really trying to become better at helping students understand that. And so I would say sitting here right now, I recognize that I need to do a better job of helping students articulate that and reflect on it because it's easy as a specialist in something to start to think of the content as the most important. Like my students have got to understand the Sunni Shia split or they've got to understand the rise of Islam or they've got to understand you know the

history of the Israeli Palestinian conflict and that stuff is so important still. I'm not saying that it's not. But they also are in there learning those critical thinking skills and they need to be able to articulate that. So I've already started to work on thinking about how to do a better job of that. I mean I think students might come in thinking that professors, and maybe some professors even think this themselves that they're sort of they are complete. They have their expertise they have their degree and now their job is just sort of fill students' brains with content. But I think the professors are constantly trying to figure out what students need and how to do it better. And so it's kind of a constant learning process. We both see it that way which is great. Because we have the personalities that understand that we're going to work on this and we started.

From your experience, what do you think the difference would be between Honor students and traditional students at Grand Valley?

This is something I think about a lot because I do teach both groups. And I teach both groups at about the same level. So I teach an intro to Global Studies class which, especially in the fall, is mainly first year students and then I teach the sequence which is all first-year students so it's a good comparison. And I think the main difference between the two groups is that you can come to the Honors class with a certain expectation that the students will come prepared. And you don't have to go over the material. They've read it and they're ready to ask questions about it and they're ready to think about it. With non-Honors students, that's not always the case. And so sometimes you have to do a little bit of catching up. Now those are very general. You certainly have honor students who don't read. And you certainly non-honor students who do read. I'm not trying to make any judgment about the two groups because I love teaching both groups of students and in fact sometimes it's more of a challenge in general because you really got to kind of rile them up and get them excited about this about the material. But if you have a group of students that sort of Type A about coming to class prepared, you can start the conversation higher. And if not everybody's prepared or 50 percent, even 75 percent is prepared, but 25 is not, you do have to fill it up because you have to decide. I'm either going to let those 25 percent go. Some people will do that because they didn't prepare. It's their problem. I'm more of the mindset of I got to try to get them onboard because we want to keep students here. We don't want them to drop out. We want them. The problem with that is you run the risk of being overly repetitive for the students who have read. And they have come prepared. So it's a balancing act. But that's probably the main difference in the two.

What skills do you think Honor students get from their curriculum that the general program might not provide?

Well hopefully all GVSU students, Honors and not, are getting the nine student learning outcomes. And what I think that Honors are really helpful with is when you have a cohort of students that are all together in the first year, our hope is that they develop a relationship with the professor and with each other. A relationship that's built on respect and trust and that can enable a kind of learning that maybe can't take place in a class that's a little bit bigger. Where students are just kind of there for three hours and then they go off to their other classes and that there is a kind of cohesion that facilitates learning. And so we see that in terms of our Honors classes usually get a

group chat up and going, with the 20 of them. I don't know if you did that. And then they help each other's study. And I know from talking to my Honors students there's talk among the first-year students about the sequences and I've heard that it might be about the professors and their personalities and so it might be sort of on a gossipy level, but I've also heard that it's at a higher level like, oh well here's what we're learning in this sequence. So I think that all classes at Grand Valley have that potential, but it's maybe just a little bit more possible in an Honors class, especially with that cohort model. I was counting this morning because just this week I've written five letters of recommendation and this just a week. And some of those are study abroad requests. Some of them are going to graduate school. A person going to graduate school. And some of them are just applying for an internship or whatever. But most of those come from my students and I do a lot of letters for people in the sciences. I'm not a scientist, but because they know me, and they know that I can speak to those soft skills, graduate schools can look, and medical schools can look at their transcript. They can see that they're good in sciences, but they don't necessarily know that they get along really well with all types of different people. They don't necessarily know that they work well in groups or in singles or that they're intellectually curious. I can account for that because we have you six hours a week. That's a lot. Over two semesters. So I think that's the main advantage for Honors students. And we're hoping to make that even better with the new curriculum. We're trying to make it more, because you have your first year and then you kind of go off. And we're trying to create opportunities for students to stay, not necessarily with the same first year cohort, but just as Honors students in a more engaged way. So we're hoping to improve upon what we've what we've been doing.

Our first prototype would be to require Honor students to have at least two job shadows during their first two years at the Honors College. So they can do one either freshman year and then one sophomore or do one each semester. After they complete those two, then they can have the option to do more if they would like. Our reasoning for this is to help people figure out what field they actually want to go into because a lot of majors are very diverse with options. It would be a way to feel out what type of job you want after you graduate, and you can kind of plan your path for what to learn from there. What do you think of that idea, what's good, what would be added, what can be removed, any criticisms?

Well first would it be a credit-bearing thing? So would students have to do it outside of the college credit-bearing system or would they get credit for it?

It would be outside of it, so it would be more of a graduation requirement rather than credit bearing.

I don't think it's a bad idea. The only thing that I think of in terms of criticism and you kind of alluded to, at least recognizing this is not every student knows at all what they want to do, especially their first year. There's a lot of majors that Grand Valley and anywhere that you don't have any inkling of in high school. So take something like global studies. People don't know what that is. In high school like you know what pre-med you is know what pre-law is, but you don't know what global studies is. You are might not know what physical therapy is necessarily. And so maybe if a student could

be encouraged to do a few. If it's not too difficult just to sort of see what people in these fields do. That's one thing. And the second thing is sometimes, just due to serendipity, people end up in careers that they never really imagined themselves in because they met somebody, or they took a class or that sort of thing. And so I would have to say I wouldn't want this to sort of channel people into specific careers without allowing them still the ability to explore and imagine and just sort of fall into something. I have a student who graduated from the Honors College and she had an internship with a senator's office and then she had another internship in Washington D.C. and then now she ends up working at a think tank in California and she didn't really see herself doing any of those. It was all sort of, oh I got this internship, and this leads to this. I think if you'd asked her as a freshman what do you want to do? I think she thought she was pre-law. Now she may end up in law school a couple of years from now that she's five years out. She's graduated and she's not doing any of that. But she loves what she does. So I think we have to allow people to be flexible enough. But having said that it's not a bad idea for people to be able to explore a different career path.

So instead of making like a graduation requirement it could be a credit bearing thing, mixed in with like a career course or something?

Maybe. I mean we do have courses like that which we have for undecided. They don't necessarily do shadowing but I think they bring in people from different careers and talk to the class about what do you do in this field.

The second one would be to get Honor students more connected with the right resources early on in their college career because a lot of people, especially Honor students particularly from our research, said that they're usually very unlikely to go out and search for resources or talk to advisers or other people because they tend to think that they're like OK with where they're at right now or they're just too shy to do it. We are proposing to address this by reformatting the way the Honors orientations work, starting with the summer overnight. We would like to leave like fun aspects in it, but add some content to help students understand resources available to them. We would get the Career Center involved so that they can come by and at least get their services known along with some other services on campus and also online. For the welcome week orientation that we do, from the people that we've spoken to, they said they would have liked to get more out of the mentor part because they kind of talk to their mentors for the first couple of days and it was more just oh, this is what campus is like. This is how you get into all this stuff, clubs and everything. So our idea is we're going to make them be linked up for a certain amount of time. But at least for the first semester or freshmen year just to make sure that they know where they're at and they kind of have a handle on their courses and their coursework and workload and everything. Make sure that they are accommodated for and comfortable where they're at. We would have the mentors keep in contact at a minimum once a month, just kind of checking in on their mentees. So they would help them find the right resources if they need help. So the mentors would need to have a working knowledge of the different resources. So that's kind of our second idea

which still leaves openness for students to choose a career path. The mentors could be aligned with the student discipline, or if the students is undecided, then the mentors will be aligned with their interests.

I think that's a great idea. And actually I don't know if you know this, but we've been talking about extending the mentor program beyond the summer. Did you know that?

The Director came into our class and he was telling us about how you are thinking of offering mentorship as a credit-bearing course for the students.

Yeah because they're wonderful. They do a great job in the summer and then they just kind of fall off the radar at a time when the students are most needing them maybe. So yeah I think that's a great idea. And that way, especially to incentivize them, we would get the credits so that they would get this shadowing. Because you would know the kind of person who would want to do that is the kind of person that likes other people and they like being stepping up and being a leader. They like finding out information and helping others find it. Stuff like that. So I do think that's a great idea. One other thing I would say though is we do have two full time advisees in the Honors College and they're the least intimidating people that you could know. And so I guess it sounds like we have to get a better job out there for people that they can come in and talk to Meg or Kelly at any point because you know they're advisers, but they also are the kind of person where it's like I need information on X, Y, or Z and they may not have it, but they'll find it. Honors full-time faculty are supposed to try to let students know that too, like we're here if you have a question. We may not know the answer, but we'll find the answer for you. So hopefully we'll get better at that. I think one of the great things about getting a new Director and getting really at the same time this freedom to revise the curriculum, is that it's really made the Honors full time faculty sort of come together with this new Director and really rally around this idea of us as a faculty. I don't think we really ever felt like we were a unit. We really were kind of doing different stuff and we were out there, and we taught our classes and did our own thing and now we kind of think of ourselves as a "WE". I think that's a good thing.

So now we were just trying to get some more details on which one do you think would be easier and simpler to implement?

Definitely two. I like two for several reasons. One, if we get the new curriculum, every single model has students needing to take three credits of what we're calling engagement. And that can be fulfilled all kinds of different ways. Huge range of flexibility. One of them is an internship or maybe you could argue shadowing somebody. You could volunteer somewhere. You could do work with a group that you may already be working with, like let's say you're coaching soccer for a grade school or whatever. You could be a T.A. for a sequence. You could be a mentor. And so I think that that sort of does a lot at the same time. It gets students to sort of be rewarded for stepping up. It empowers the mentors to be leaders, to learn new things, to help people, and I think that people will really like that. I mean the right kind of person is going to love that. And then they're going to get credit for it. And it's also going to spread the knowledge to the student body about all the resources we have on campus. It's not in our interest in students to fail. I mean you kind of think like, oh professors want to just weed people out. It's not in our interest. We want to graduate people. We

want those people to go on and get good jobs. And when people drop out of school, when they fail out of their classes, that's in nobody's interest right. It wastes student's money and time, it's not good for their career path. I mean we really exist to graduate students, and that doesn't mean that we have to say anything goes. There has to be academic rigor and standards. But if students don't realize the resources that are here to help them, like the tutoring center, advising, the counseling center, the Career Center, internships, study abroad, all of that. Then even a student who succeeds may have been able to have a richer experience at college, than he or she got. And if the mentor program can help us give people a richer experience I think that's great. And it prepares people for more than just one single career. That's why I like that one better.

So you're saying you think it'd be easier to implement, and it would be more effective than the other one?

Yeah I definitely do. Because you'd have some questions with the other one? I didn't think of this while you were asking me. But you have some, like who's going to keep account of it, especially if it doesn't have credit. So somebody, is it going to be the Honors Director or is he going to have to keep track of every single person did a shadow? Are some shadows going to be acceptable and others not? What if somebody drops out halfway through? Do they have to do a whole semester? You know what I mean? So I think, that's not to say you shouldn't do it. You should never let obstacles immediately stop you. But it's to say if you're giving me two preferences, I would say number two.

Yeah those are good questions that we haven't even thought of considering yet. We've more been so focused on the pros of everything that we haven't thought about like the drawbacks or the things that might slow down the implementation process. So those are good ones to focus on.

Is there anything that I didn't ask you that you think I should have?

No not really. I mean it's nice that you're thinking about these things. So I didn't know what this class was about until I got your email. I knew that the class existed, but it's nice to see people thinking about it. It's also nice to get the student experience because you've been on the other end of all of this stuff. The students learning objectives. The welcome days, the sequences, all of the things we've talked about. So it's good for me too.

Do you mind if I just send you an e-mail or something to ask any follow up questions?

I don't mind.

Who else would you recommend that we talk to?

So is it just in the Honors College or can it be anywhere?

It can be anyone that you think would be useful for whole problem statement that we have.

Have you talked to the advisers, Meg or Kelly?

Yeah they both came into our class.

And let's see. It's going to be a popular one. Have you talked to Craig Benjamin? He teaches history in the Honors College. He's very involved in Honors. So he might be one. And then another person, to give you a bit of an outside-inside perspective. We have a new faculty member, who is a faculty in residence and this is first year. He's taught Honors individual classes. But this is first year as part of our faculty. So he could be a good voice. He's very smart and thoughtful. He might just get an outsider-insider perspective from him. He's been at Grand Valley for a long time and he's taught in Honors. But it's the first time that he's been involved. His office is over here and he's full time with us. And then he goes to all our meetings and he's been part of the curriculum revision and so he's somebody that is thinking about all of this really in-depth for a while.

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

“I mean it's nice that you're thinking about these things. So I didn't know what this class was about until I got your email. I knew that the class existed, but it's nice to see people thinking about it. It's also nice to get the student experience because you've been on the other end of all of this stuff. The students learning objectives. The welcome days, the sequences, all of the things we've talked about. So it's good for me too.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes. Via email.

Connections provided:

- Honors Faculty
- Non-Honors Faculty

Possible next-steps:

- Consult affinity map to see how these insights line up with our past ones
- Use these ideas for the upcoming debrief

Research Bibliography Templates

Research Bibliography 1

Kelly, Kevin; Pulver, Chad. 2003. Refining measurement of career indecision types: A validity study. *Journal of Counseling and Development*. Vol. 81/Iss. 4: 445-454.
<https://search.proquest.com/docview/219025978/fulltext/96F101B5511B4CB6PQ/1?accountid=39473>.

Reason for including this source in your work:

This source allows us to see the different types of students at a university who are struggling to determine their major and career path. This will help us to empathize and gain knowledge of our intended target of FMHC students, specifically those who need more help transitioning into work after graduating.

Main argument:

This source distinguishes four different groups of career indecision types. The authors studied personality types and career goals of freshmen whose majors were undecided to narrow down these groups by placing them in a career exploration class. It will be easier to help these students decide their career aspirations once we know where they are in the decision-making process.

Important ideas:

- 10% of college-bound students are undecided of their college major and career aspirations.
- There are four distinguishable types of career indecision that undecided students fit into: well-adjusted information seekers, neurotic indecisive information seekers, low ability information seekers, and uncommitted extraverts.
- The experimenters integrated data of career indecision, personality type, and aptitude to determine which group each student placed best into.

Evidence:

- The experimenters were able use the data gathered to classify each student into one of the four defined groups of career indecision in this study.
- They were able to integrate across sources and combine these data to place each student in his or her ideal category.

Notable quotes, terms, and concepts:

- To determine career indecision, students took the CFI assessment. “The Career Choice Anxiety and General Indecisiveness scales reflect the affective component of career indecision; higher scores indicate higher anxiety and a greater tendency to experience career indecision across domains in one's life. The Need for Career Information and Need for Self-Knowledge scales reflect the cognitive component of career indecision. Higher scores indicate greater need for information about careers and oneself.”
- To determine personality, students were administered the FFI assessment. “The FFI is an instrument that includes 60 items (e.g., "I am not a worrier") and measures five aspects of personality: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. The FFI is based on the Big Five model of personality. Participants use a 5-point Likert scale to describe themselves, higher scores indicating a greater tendency to display each of the five personality characteristics.”
- Neuroticism is one of the Big Five higher-order personality traits of psychology. Those who score high in this category are more likely to experience extreme feelings, like those of anxiety, fear, envy, jealousy, depression, frustration, etc.
- “Neuroticism was one of the primary distinguishing characteristics of the neurotic indecisive information seeker. In contrast, the well-adjusted information seekers and uncommitted extraverts had low levels of neuroticism.”
- Aptitude was measured by SAT scores.
- “The career exploration class had three goals: to provide students with more insight into their career interests and personality characteristics, to expand their knowledge of university academic programs and world-of-work options, and to teach decision-making strategies.”

Strengths:

- The authors provide detailed information of how and why they grouped students into the specific types of indecision groups and provide sources.

Weaknesses:

- There is no insight given of how to help each of these different indecision groups succeed.

Connections:

- This source provides us with the struggles undecided students are facing and gives us four distinct types of these students.
- The article states that this study was done at a large, mid-western university in the U.S. These results will not directly correlate with the GVSU population, but may be similar.
- This resource can give us insight to a prospective solution we could use for our design challenge.

Questions/Concerns:

- Would a career exploration course be helpful for first-year students at GVSU?
- How do Grand Valley students fit into these four groups of career/major indecision?
- What proportion of FMHC students' majors are undecided in their first year?

Research Bibliography 2

<p>Hettich, Paul. 2000. Transitional Processes from College to Career. Opinion Papers (120) Speeches/Meeting Papers (150): https://files.eric.ed.gov/fulltext/ED447368.pdf.</p>
<p>Reason for including this source in your work: I believe the information in this source will allow us to look into the FMHC curriculum to see if they are meeting the goals of teaching Honors students (1) college versus corporate culture; (2) cognitive development; (3) "successful" and "emotional" intelligence; and (4) competencies.</p>
<p>Main argument: This article seeks to inform us about what areas college graduates are lacking skills when they enter the workforce. Those areas include: emotional intelligence, creative intelligence, knowing the difference between work and college cultures, competencies, and cognitive development. In this resource, the author explains these areas and how they could be implemented in student's educations.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Emotional intelligence is being taught and thought through in the college curriculum● Teaching students the difference between corporate culture and college culture by making the classroom have a more corporate structure.● Learning the different levels of cognitive development and how they affect the way we work and learn. How they correspond with college vs. career.● Competencies such as proper reading and writing skills, oral communication, problem solving, motivation, interpersonal skills, organizational effectiveness and leadership.
<p>Evidence:</p> <ul style="list-style-type: none">● Many college graduates leave their first job after 3 years, which says something about poor career planning and guidance.● Table 1 of college graduates' responses concerning their impressions of college and corporate culture.
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● Emotional Intelligence: Includes knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships● Cognitive Development Stages: Absolute Knowing-knowledge is certain and correct answers always exist. Transitional Knowing- Learning through the aid of the teacher, not just by memorization. Understanding is put into the learning process. Independent Knowing- Almost everything is uncertain which puts the

students and instructors on the same field of knowing (every opinion is valid). Learn to think for themselves. Contextual Knowing- Everything is uncertain, but some things are more so when there is good evidence behind the claim. *We want to increase independent and contextual knowing before graduation.*

- (college vs corporate culture) “Finally, recognize that when students expect and receive a structured curriculum (including a detailed, unambiguous syllabus), frequent, quick, and concrete feedback, continuous personal support, right answers, individual (vs. team) effort, and other elements that produce happy students and glowing course evaluations, we could be counter-training them for workplace values and environments that seem different from those we cherish in academia.”
- “Teachers should provide, and students should seek, educational experiences that provide opportunities to analyze and evaluate knowledge gained in lower level classes and develop their beliefs about this knowledge e.g., through synthesizing senior year capstone courses.”
- “In undergraduate internships which I supervise, it is common for students to experience all or most of the themes Baxter Magolda observed in her fifth and sixth year students: Direct experience in social service settings with issues that are addressed in their course work; the expectation to act independently with minimal supervision; authority to act independently and, sometimes, make decisions on matters that are often ambiguous; and regular collaboration with supervisors and peers.”

Strengths:

- Many new, conceptual frameworks that can be implemented.

Weaknesses:

- Not a new source
- Not a lot of data to support the findings

Connections:

- I believe that the Honors College is already implementing some of these practices, this source allows us to look into more areas that we can incorporate into the curriculum to better prepare students for their future careers.
- It will allow us to look into the courses at the Honors College to see if we are properly enforcing the concepts.
- Talks about “knowing processes” that we use for school and how those translate into the workforce for graduates.

Questions/Concerns:

- Is there something to be said for how our “knowing” processes affect FMHC students?
- How can we increase Independent and Contextual Knowing before graduation?

Research Bibliography 3

<p>Juanarajs, Imants and McGarry, Eileen, 2018. Organizational Alignment to Promote Leadership Development for Career Readiness in College Settings. https://onlinelibrary.wiley.com/doi/full/10.1002/yd.20282.</p>
<p>Reason for including this source in your work: The source highlights steps that three other colleges have taken to improve career readiness for their students. The processes that the source mentions will be inspiration for our challenge to provide GVSU Honors College students with more career readiness.</p>
<p>Main argument: The main argument that the authors put forward is that through utilizing leadership and career development programs, college students become more confident and employable. By combining career services and leadership training from the start of college, students graduate with a much clearer path to their respective careers.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Employers expect students to graduate with practical skills● By working on leadership through projects, students clarify their purpose and career aspirations● Focusing on building competency and goes beyond typical career development systems● It is important to work with students from the first year through to graduation● Some important skills to learn are critical thinking, communication, teamwork, and professionalism.
<p>Evidence: The author's argument is supported by the program implemented by the University of Arizona. The university integrated the "100% engagement" program into their curriculum with specific classes that teach for career readiness. The program has resulted in improved leadership and career education for students throughout the campus.</p> <p>The author's argument is also supported by the implementation of a leadership development and career development combination at Ohio University. Students were involved in the leadership and career development program from their first year at college. The program improved relationships with employers and allowed for more opportunities for the students.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● "The blending of career services and leadership programs can bring career readiness more fully into the learning enterprise and deliver on high impact skill

building and applied student learning practices.”

- “Outcomes of the program indicate students (a) are better prepared to enter the world of work, (b) develop, articulate, and showcase transferable leadership skills, (c) demonstrate skills desired by stakeholders, and (d) reflect on cocurricular experiences and synthesize their college experience more effectively.”
- “Leadership and professionalism are two of the core competency areas of emphasis. The alignment of career services and leadership enables early intervention and identifies development along a career lifecycle continuum.”

Strengths:

- The resource relates well to the design challenge we are posed.
- The resource also gives examples of three different colleges that implemented a system to improve career readiness for their students.

Weaknesses:

- The resource is not particularly strong in the fact that all three examples focus on the combination of leadership training and work with Career Centers to improve career readiness.
- While we have also considered the possibility of working with the Career Center, we are looking for other possible solutions as well.

Connections:

- The resource connects to our design thinking challenge because it references a few similar methods adopted by other colleges to improve the career readiness of their students.
- It also connects our design thinking challenge because it outlines goals and standards that other colleges used to measure success for their programs that we could incorporate into our challenge.
- One of the stakeholders in our design challenge is employers. This resource references engaging with employers to find out the skills and qualities that are important when hiring new employees. We are also looking to investigate and perform interviews on what skills and qualities employers want to see from a newly minted Honors College graduate.

Questions/Concerns:

- The resource focuses on leadership and Career Center programs for career preparedness. Should we also put more focus into that area?
- The programs mentioned were implemented on a large scale throughout the college. Will our solution be able to be applied similarly, but just to the Honors College?

Research Bibliography 4

<p>Bowman, Nicholas A., and KC Culver. Humana Press, 14 July 2017 “When Do Honors Programs Make the Grade? Conditional Effects on College Satisfaction, Achievement, Retention, and Graduation.” <i>SpringerLink</i>, link.springer.com/article/10.1007%2Fs11162-017-9466-y.</p>
<p>Reason for including this source in your work: This study looks at the relationship between Honors programs and student’s success in college GPA, retention, and graduation. The graduation piece of this applies directly to our design challenge.</p>
<p>Main argument: Honors programs promote higher college GPA, retention, and graduation rates. Less selective programs have a stronger positive relationship with these factors than more selective ones.</p>
<p>Important ideas</p> <ul style="list-style-type: none">● Studies predicting graduation rates of Honors vs. non-Honors students found very mixed results.● This study shows that participation on an Honors program has a significant positive relationship with college GPA.● Less selective Honors programs predicted greater GPA, retention, and on-time graduation than more selective programs.
<p>Evidence: The author used single institution longitudinal studies previously done at universities to look at Honors students’ GPA’s, retention, and graduation rates. The authors also looked at a multi-institutional longitudinal study which administered the Collegiate Assessment of Academic Proficiency.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● “Overall, participation in Honors programs appears to promote college academic achievement and on-time graduation, whereas this form of engagement was unrelated to college satisfaction and retention in the full sample.” (Discussion section)● “Honors programs had even stronger effects for on-time graduation than for retention within less selective institutions.” (Discussion Section)● “Unlike the positive relationships for other outcomes, Honors participation was unrelated to college satisfaction.” (Discussion Section)

<p>Strengths:</p> <ul style="list-style-type: none"> ● Had a lot of supporting evidence and studies ● Broad sweep of students included through the multi-institutional longitudinal study 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● Does not present a very clear goal or argument
<p>Connections:</p> <ul style="list-style-type: none"> ● Shows connection between Honors College participation and graduation rate. ● Brings up an interesting differentiation between selective and less selective Honors programs and their relationships with graduation rates. ● Talks about the relationship between Honors College and GPA. 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● Does FMHC consider itself a selective program? ● If so, how might this be affecting its student's GPA and graduation rates? 	

Research Bibliography 5

<p>Hurst, Jessica L; Thye, Anne; Wise, Chris Leiran.. 2014. Internships: The Key to Career Preparation, Professional Development, and Career Advancement . Journal of Family and Consumer Sciences; Alexandria. Vol. 106, iss. 2: 58-62. https://search.proquest.com/docview/1654546669?pq-origsite=summon</p>
<p>Reason for including this source in your work: Our project is to better prepare Honors students for life after college. This source is about internships, which is a fundamental factor to career success currently. Thus, it is an important subject to read about and include in our project.</p>
<p>Main argument: Students who participate in internships have more many opportunities to hone the skills necessary to be successful in a professional life.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● This source follows along with the internship process of Iowa State University’s Apparel, Merchandising, and Design (AMD) Program.● Student involvement with internships has gone up significantly since 1980.● The number of college students has increased significantly over the years as well.● Internships help to confirm career choices.
<p>Evidence: “In fact, 69% of AMD summer interns recently reported that their internship helped confirm their career choice, which emphasizes the instrumental role internships play in students’ professional development and career decision-making.” “For example, in 1980, about one out of every 36 college students completed an internship prior to graduation. This increased to three out of four by the year 2000 (Cook, Parker, & Pettijohn, 2004).”</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● “In the NACE study, 55% of employers preferred candidates who gained their professional experience from an internship (NACE, 2011).”● “The number of people attending college has increased over the years, making the job market increasingly competitive (Bureau of Labor Statistics, 2013; Crosby & Moncarz, 2006).”● “In their first semester professional development course (AESHM 113), freshmen prepare for their future internship by learning new skills; these include interviewing, networking, verbal and written communication, teamwork and

<p>leadership, and critical thinking.”</p> <ul style="list-style-type: none"> ● “Through these visits, the AMD faculty build connections with companies and alumni. They also give faculty the opportunity to: (a) determine how the intern is doing and what he or she has been working on; (b) network with company executives to foster ongoing relationships; (c) gain fresh knowledge about the industry; and, (d) transfer information gained from the visits back to the classroom in order to better prepare fellow students for their future careers.” 	
<p>Strengths:</p> <ul style="list-style-type: none"> ● This offers a strong argument for the importance of internships 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● This article focuses almost solely on the AMD internship program at Iowa State University. ● While this may be able to be extrapolate to represent the GVSU Honors College, something like this will not translate directly.
<p>Connections:</p> <ul style="list-style-type: none"> ● Since internships are so valuable, this is something that we maybe should focus on when solving our design challenge. ● Internships lead to students being more sure about their chosen field of career, so this could be valuable to look at when it comes to college students who may be undecided. ● This does not have to just apply to internships, students could ask people they know to shadow them at jobs and see if something sparks their interest 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● How could we implement an internship program like the one at Iowa State University in the FMHC? 	

Research Bibliography 6

<p>Ehlinger, Ed, et al. 2008. Credit Card Debt, Stress an Key Health Risk Behaviors among College Students. <i>The Science of Health Promotion</i>. Vol. 2, Issue 6: 400-406. http://journals.sagepub.com.ezproxy.gvsu.edu/doi/pdf/10.4278/ajhp.22.6.400</p>
<p>Reason for including this source in your work: This article provides us with insight for what is running through students minds and what issues they face that are potentially avoidable/solvable.</p>
<p>Main argument: From the study and their data, the authors concluded that students face risks from both debt and stress. Both of these cause problems with a student’s health and educational performance. They provide a recommendation that people creating strategies for students need to perceive it from the college life point-of-view, coinciding with the task of remaining human-centered.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Students face both credit card debt and stress● Debt can be related to unhealthy habits● Targeting at-risk students should be done with care● The way students manage their stress tend to be in unhealthy ways
<p>Evidence: When discussing the relation between stressed students and debt within the range of \$1,000-5,999, more than half had high stress.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● “Credit card debt of at least \$1000 appeared to be a more robust indicator of unhealthy weight-related behaviors compared with either a high perceived stress or poor stress management.”● “Credit card debt of at least \$1000 and poor stress management were similarly indicative of these risk behaviors, significantly predicting engagement in physical fights, binge drinking, and use of tobacco, marijuana, and/or other drugs.”● “For example, in 2003–2004 research by Nellie Mae, the average outstanding credit card balance among undergraduates was \$2169 and among graduate students was \$7831.”● Stress (High and Low)● Stress Management● Credit card debt● Mental Health

<p>Strengths: They have data from various college students and use it to support their findings</p>	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● There is not enough evidence there to make a strong conclusion for the best course of action.
<p>Connections:</p> <ul style="list-style-type: none"> ● A potential problem for students leaving college is knowing how to properly manage their debt ● Understanding personal finances is a major key for adults ● Stress in young adults can be caused by debt, or even impending debt ● Solving for stress and debt could be a way of preparing Honors students for life after college 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● How will we accommodate for student debt? ● What kind of stress and pressure are students under? ● Can we make a solution that fits everyone's needs? 	

Research Bibliography 7

<p>Brooks, Sarah. 2018. 5 Key Challenges That College Students Face After Graduation. iGrad. https://www.igrad.com/articles/5-challenges-for-students-after-graduation</p>	
<p>Reason for including this source in your work: This article gives some ideas and pieces to look for as we move forward in the design thinking process.</p>	
<p>Main argument: The article talks about 5 issues that college graduates face as they transition to life outside of the education system. Those 5 factors are debt and financial pressures, struggles in finding a job, lifestyle adjustments, maintaining good credit, and time management.</p>	
<p>Important ideas:</p> <ul style="list-style-type: none"> ● Making time to live a healthy lifestyle ● Maintaining a good credit score ● Finding a good job ● Responsibly keeping up with finances and expenses 	
<p>Evidence: It is mentioned that students have easy-access to financial assistance while going through college, but after that it becomes much harder. They have to pay off loans, pay for their own housing, food, transportation, and other living expenses that they may not have had to before.</p>	
<p>Notable quotes, terms, and concepts</p> <ul style="list-style-type: none"> ● “Financial pressure” ● “Cost of living expenses” ● “Not only do cost of living expenses like housing, food, and transportation rear in their heads, but student loans also start coming due” ● “Graduates suffer during lean periods in the economic cycle, because the job market is often flooded with qualified job-seekers possessing higher levels of experience than recent graduates” ● “Most newly-appointed graduates are not financially prepared to make major purchases like homes and expensive cars, but credit pressures nonetheless present themselves to recent graduates” 	
<p>Strengths:</p> <ul style="list-style-type: none"> ● There is solid reasoning for the 5 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● No evidence to support (more

<p>issues students face</p> <ul style="list-style-type: none"> ● Good pieces of information to start a thorough search 	<p>opinionated</p> <ul style="list-style-type: none"> ● Just an article
<p>Connections:</p> <ul style="list-style-type: none"> ● It tells us about the different problems' students face after they graduate ● Helps us adjust our interview questions to try and draw this information out ● Can use these thoughts towards our innovation stages 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● How will we accommodate for these issues that students face? ● Can we get the Career Center to help students learn and set up plans around these problems? ● How many graduates currently struggle with this? 	

Research Bibliography 8

Wendlandt, Nancy. 2008. Addressing College-to-Work Transition. *Journal of Career Development*. Volume 35: 151-165. <http://journals.sagepub.com.ezproxy.gvsu.edu/doi/pdf/10.1177/0894845308325646>

Reason for including this source in your work:

This source will provide my team with insight about what problems college graduates face when they transition to life after graduation. This source also gives potential solutions to better prepare students for this transition.

Main argument:

This article talks about evidence that highlights the challenges associated with the college-to-work transition and proposes a model for understanding the experience of workplace entry for new graduates. This model (based from organizational socialization) outlines three stages of development in the transition process, which are (a) anticipation, (b) adjustment, and (c) achievement, and identifies a number of challenges that can be addressed while college students are still in school, rather than on their own. In response, this article suggests that university career counselors can play an increasingly supportive role in easing the complexities of the transition.

Important ideas:

- The transition process is compiled of three stages (anticipation, adjustment, achievement).
- Universities have the power to make the transition smoother by incorporating more preparation courses/resources, such as career counseling centers.
- Recruitment strategies by employers might inhibit a smooth transition because of the unrealistic expectations they provide students when attempting to recruit.

Evidence:

- Students who have inaccurate expectations of the work environment do not usually choose a proper position for themselves.
- Researchers have suggested that graduates hold certain expectations largely because employers trying to recruit new employees paint an unrealistically attractive picture of the organization.

Notable quotes, terms, and concepts:

- “The recommendations that follow focus on (a) providing students with accurate information regarding employment during anticipation, (b) ensuring that students develop the skills required for successful adjustment, and (c) supporting students in coping with the process of change to aid movement toward achievement.”
- Organizational Socialization -process by which newcomers learn and adapt to the

<p>norms and values of an organization.</p> <ul style="list-style-type: none"> ● “Although career counselors are likely to encounter barriers when trying to initiate systemic changes, we encourage counselors to inform and collaborate with university administrators to address changes that could benefit students and the university. This perspective is consistent with the view that counselors increasingly need to serve as advocates, consultants, and agents of change beyond the individual level.” ● “Therefore, graduates and employers often stress that work experience may be the missing ingredient in undergraduate education.” 	
<p>Strengths:</p> <ul style="list-style-type: none"> ● This source provides a lot of information about the reasons some college graduates transition more smoothly than others do. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● There was no evidence of further implementation of these theories that showed improvement.
<p>Connections:</p> <ul style="list-style-type: none"> ● This source gives ideas about how small implementations to the college experience can improve the transition process. ● We can ask the Career Center at GVSU how/if they are informing students about these transition issues. ● We can look into employer recruitment to see how their recruiting process might be misleading to college students, which can lead them down the wrong career path. 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● How have some universities made successful changes in this direction? ● How much of this is dependent upon the student’s motivation to create this smooth transition? 	

Research Bibliography 9

<p>Juanarajs, Imants and McGarry, Eileen, 2018. Organizational Alignment to Promote Leadership Development for Career Readiness in College Settings. https://onlinelibrary.wiley.com/doi/full/10.1002/yd.20282 .</p>
<p>Reason for including this source in your work: The source highlights steps that three other colleges have taken to improve career readiness for their students. The processes that the source mentions will be inspiration for our challenge to provide GVSU Honors College students with more career readiness.</p>
<p>Main argument: The main argument that the work puts forward is that through utilizing leadership and career development programs, college students become more confident and employable. By combining career services and leadership training from the start of college, students graduate with a much clearer path to their respective careers.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Employers expect students to graduate with practical skills● By working on leadership through projects, students clarify their purpose and career aspirations● Focusing on building competency and goes beyond typical career development systems● It is important to work with students from the first year through to graduation● Some important skills to learn are critical thinking, communication, teamwork, and professionalism.
<p>Evidence: The author’s argument is supported by the program implemented by the University of Arizona. The university integrated the “100% engagement” program into their curriculum with specific classes that teach for career readiness. The program has resulted in improved leadership and career education for students throughout the campus.</p> <p>The author’s argument is also supported by the implementation of a leadership development and career development combination at Ohio University. Students were involved in the leadership and career development program from their first year at college. The program improved relationships with employers and allowed for more opportunities for the students.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● “The blending of career services and leadership programs can bring career readiness more fully into the learning enterprise and deliver on high impact skill

building and applied student learning practices.”

- “Outcomes of the program indicate students (a) are better prepared to enter the world of work, (b) develop, articulate, and showcase transferable leadership skills, (c) demonstrate skills desired by stakeholders, and (d) reflect on cocurricular experiences and synthesize their college experience more effectively.”
- “Leadership and professionalism are two of the core competency areas of emphasis. The alignment of career services and leadership enables early intervention and identifies development along a career lifecycle continuum.”

Strengths:

- The resource relates well to the design challenge we were posed.
- The resource also gives examples of three different colleges that implemented a system to improve career readiness for their students.

Weaknesses:

- The resource is not particularly strong in the fact that all three examples focus on the combination of leadership training and work with Career Centers to improve career readiness.
- While we have also considered the possibility of working with the Career Center, we are looking for other possible solutions as well.

Connections:

- The resource connects to our design thinking challenge because it references a few similar methods adopted by other colleges to improve the career readiness of their students.
- It also connects our design thinking challenge because it outlines goals and standards that other colleges used to measure success for their programs that we could incorporate into our challenge.
- One of the stakeholders in our design challenge is employers. This resource references engaging with employers to find out the skills and qualities that are important when hiring new employees. We are also looking to investigate and perform interviews on what skills and qualities employers want to see from a fresh Honors College graduate.

Questions/Concerns:

- The resource focuses on leadership and Career Center programs for career preparedness. Should we also put more focus into that area?
- The programs mentioned were implemented on a large scale throughout the college. Will our solution be able to be applied similarly, but just to the Honors College?

Research Bibliography 10

<p>Creasey, Rosemary. 2013. Improving Students' Employability. Engineering Education, University of Leeds, UK. Page 16-30. http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=598f92a3-2b8e-4c90-8c1f-042d861da0dd%40sessionmgr4010</p>
<p>Reason for including this source in your work: Through many of our interviews and primary research, we have concluded that many college graduates lack “soft skills” not necessarily taught in the college classroom. This article will allow us to see how crucial these skills are and how it can affect a student’s chances at getting a job after graduation.</p>
<p>Main argument: The University of Leeds designed a course, Level 1, to allow students to develop more profound personal attributes in order to stand out more to potential employers. Throughout the course, students gained empathy for their own personalities, and learned how they can grow to become more employable.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Employers generally look for three things: a good degree, generic skills, and a set of personal attributes.● Students attended “Level 1” which was a program designed to enhance the gain of these personal attributes, or, soft skills.● It is imperative that students understand the importance of employability skills, collect and analyze evidence of their personal competencies, and write specific action plans for growth.
<p>Evidence:</p> <ul style="list-style-type: none">● The school met with employers in the area to determine the three main components of employability.● The article discusses how educators can support students in enhancing their employability.● During the course, students recognized that doing tasks and then reflecting on their outcomes was essential to the learning process, as well as organizing a plan to further succeed after completion.
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● Included in the “Personal Attributes” are enthusiasm for the subject, flexibility and adaptability, confidence and self-reliance, motivation, aspiration, seizing opportunities, and standing out.● Level 1 focused on improving students’ teamwork by utilizing group work,

<p>communication, time management, appreciation of skills, evidence collection, constraint exploration, and self-assessment.</p> <ul style="list-style-type: none"> ● “79% of students stated that they were doing a degree course in order “to improve my job opportunities”, only 54% said that the importance of employability had been explained to them while at university, and only 49% felt clear about employers’ requirements.” ● “This study confirms that staff input is important to the students as they develop their skills. Ideally, students would have more one-to-one interaction with a mentor when working on their skills portfolio. While assessment of the portfolios is time-consuming, students do appreciate individual feedback.” ● The study shows that after completion of this course, individuals had a strong sense of appreciation and knowledge for the development of personal attributes. ● “While the requirements for employability are clear, the students struggle with the concepts initially. Students can be bombarded with activities linked to employability, but it is up to each individual student to take responsibility for their personal and professional development.” 	
<p>Strengths:</p> <ul style="list-style-type: none"> ● This article defines what “soft skills” are generally looked for in recent graduates entering the workplace. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● This research was done for students and graduates of the engineering field. ● It was not viewed from and interdisciplinary standpoint like our Design Challenge is.
<p>Connections:</p> <ul style="list-style-type: none"> ● The Level 1 program is similar to the Honors program at Grand Valley. A difference between them is that Level 1 was specifically designed for the development of personal attributes, and students knew exactly why they were completing assignments and could relate that to their future success. ● Level 1 supported the growth of teamwork skills by making students do exactly what we are doing, a design challenge for the entirety of the semester. ● Allowing students to explore their “personal attributes” gap will allow them to feel a sense of urgency to acquire these. Confidence takes time but in the end will lead students to success in finding a successful career. 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● What proportion of FMHC graduates feel that they have acquired these soft skills they need for the workplace? ● Would an addition like Level 1 be beneficial for the students of FMHC? 	

Research Bibliography 11

<p>Ciarniene, Ramune, et al. 2010. Development of students' competencies: Comparable analysis. <i>Economics and Management</i>. 15: 436-443. https://www.researchgate.net/publication/266490215_Development_of_students'_competencies_Comparable_analysis</p>
<p>Reason for including this source in your work: I found this journal article while searching for information on what employers look for in graduating students. This source will be useful because it gives a look on the competencies of students, and what competency is defined as.</p>
<p>Main argument: As previously mentioned, this source starts by defining competency, in short, as the skills, techniques, and knowledge that a person applies to their work. The researchers conducted a survey with undergraduate students to understand each of their competencies in their areas.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Emphasis on competency development with students● Defining competency and how it applies to their research● Surveying students about each of their different competency levels● Describing the use of competency models
<p>Evidence:</p> <p>The authors provide a table representing the spread of their respondents. They break it down to represent their genders, major spread, age ranges, how much work experience they have had, and how long they have been studying. Based on the questions that the students answered, the authors then made three different graphical representations of the data. They represented the different experiences that the students had received, how they evaluate their skill level in different areas, and another graph on skill evaluation.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● “The IBSTPI (International Board of Standards for Training, Performance and Instruction) defines competency as a set of related knowledge, skills, and attitudes that enable an individual to effectively perform the activities of a given occupation or job function to the standards expected in employment.”● “Looking at research results we can see differences according evaluation of different students' groups. It shows what kind of skills should be developed for every group of respondents.”

- “Looking at skills evaluated by students (3-very well, 2 –well, 1-average, 0-weak) the highest is responsibility sense (mean 2.56), communicability (2.24) and ability to work in team (2.22), and the lowest is specialty experience (mean is 1.42). Technical skills evaluation’s mean is 1.72 and this is the lowest of all groups, conceptual skills evaluated by 2.05, interpersonal 2.14 and personal – 2.15.”
- Current practice, existing standards, ethics, values, and future vision all provide major input into the identification and validation of the knowledge, skills, and attitudes critical to a particular job role.”

<p>Strengths:</p> <ul style="list-style-type: none"> ● Good sample size to clearly represent the data ● The analysis of the students is excellent ● A lot of excellent data to work with 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● The student respondents are business students ● The data is from outside of the U.S., so the educational standards might be different
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- Connections:
- The information helps evaluate the different skills that students should focus on
 - It provides insight on different interview questions to ask about
 - The data corresponds with other interview responses we have received

- Questions/Concerns:
- How can we use this information toward implementing our solution along with all of the other data we have been compiling?
 - How competent are we as Honors students?

Research Bibliography 12

<p>Rateau, Richard. 2015. Innovative Classroom Strategies that Prepare College Graduate for Workplace Success. <i>Journal of Agricultural Education</i>. v56 n3 p52-68. https://eric.ed.gov/?q=college%2Bstudents%2Breadiness%2Bfor%2Bworkforce&pr=on&ft=on&id=EJ1122745</p>
<p>Reason for including this source in your work: The work includes information about the teaching strategies that have been most innovative and successful in preparing students with the skills they need to enter the workforce.</p>
<p>Main argument: Students are graduating from higher educational institutions unaware and unprepared for the complexity of the workforce. Students lack the essential applied skills such as a strong work ethic, a positive attitude, teamwork capabilities, and problem-solving skills that are required for success in workplace. In order to foster graduate preparedness, it is vital that universities and educators work to prepare students for workforce success.</p>
<p>Important ideas:</p> <ul style="list-style-type: none">● Students join the workforce unprepared.● Employers often emphasize soft and problem-solving skills over the basic, job-specific skills.● The majority of people feel that the role and responsibility of higher education is to provide students with essential skills for success in the workplace.● It is vital that students graduate with communication, collaboration, and problem-solving skills.
<p>Evidence: The work references “Are they really ready to work? Employer’s perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce,” by J. CasnerLotto, L. Barrington, and M. Wright, 2006, The Conference Board stating, “The Conference Board noted the five most desirable applied skills for four-year college graduates are: (a) oral communications, (b) teamwork/collaboration, (c) professionalism/work ethic, (d) written communications, and (e) critical thinking/problem solving.” (pg. 53)</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none">● “Memorization of content-specific knowledge is no longer what students will need to compete” (pg. 52).● “When it comes to soft-skills, there is an increasing gap between the content and skills taught in educational institutions and the needs of industry” (pg.52).

- “Educators and employers need to work together to prepare students for the complexities they will encounter as they leave school and enter the workforce” (pg. 54).
- “Nearly 70% of people feel it is the responsibility of the four-year institution to provide graduates with the necessary applied skills for success in the workplace” (pg. 53).
- “There was clear and passionate agreement among all innovative instructors that students must accept their responsibility in learning. Key concepts in learning how to become a life-long learner included the value of groups or teams in learning, understanding and respecting different perspectives, the ability to adapt to change and set priorities, the ability to find new information, and the application of knowledge to real world situations” (pg. 61).

<p>Strengths:</p> <ul style="list-style-type: none"> ● The work includes information on not only the shortcomings of students as they enter the workforce, but also gives information on the innovative and successful teaching styles that do prepare students for their careers. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● The work focuses mainly on the perspective of teaching strategies that help to prepare students for life after graduation. ● However, the work does not include work connections to a Career Center or Internships along with teaching strategies.
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- Connections:
- This resource includes information on teaching strategies that can be used to improve student’s experience in college and preparedness for their career.
 - The work also provides a list of applied or behavioral skills that are important for success in the workplace.
 - The work also points out that a majority of people expect a 4-year degree to thoroughly prepare the student for their career. This shows that it is expected for a college curriculum to integrate soft skills into the program to fully prepare the students.

- Questions/Concerns:
- We have done a lot of focus on experience through the Career Center and other work-related connections. Should more emphasis be placed on the teaching strategies of the professors and their programs to integrate soft skills?

Research Bibliography 13

Cruce, Ty M., et al. 2006. Impacts of Good Practices on Cognitive Development, Learning Orientations, and Graduate Degree Plans During the First Year of College. *Journal of College Students Development*. Volume 47 Issue 4: 365-381. https://muse-jhu-edu.ezproxy.gvsu.edu/article/200072#info_wrap

Reason for including this source in your work:

This article describes the how getting undergraduates involved in future planning is beneficial for proper development for life outside of college.

Main argument:

The seven principles for good practice are described as encouraging student-faculty contact, encouraging cooperation among students, encouraging active learning, giving prompt feedback to students, emphasizing time of task, communicating high expectations, and respecting diverse talents, which are all things that should be introduced to students during their first year of undergraduate studies.

Important ideas:

- Introduce first-year students to the seven principles
- The different principles had different effects on different areas of learning
- The effects of the teachings varied based on the university attended

Evidence:

- The authors provide tables representing the data from the different studies they conducted. They measured the effects of each principle and set certain weights to them to test how they effected the different areas of schooling: math, reading and writing, and critical thinking to name a few.
- They also measured how the effects of different settings took effect on the data: location, ethnicity, and age.

Notable quotes, terms, and concepts:

- “The effects of the good practice dimensions and composite good practices also differed by the type of institution attended”.
- “The primary purpose of this study was to estimate the effects of good practices in undergraduate education on the cognitive development, orientations to learning, and educational aspirations of students during their first year of college”.
- “First, our study presents consistent evidence that these principles for good practices in undergraduate education have a significant positive impact on the cognitive development, learning orientations, and educational aspirations of students, at least during the first year of college”.

- “Second, our study provided evidence that the ties are stronger between these principles for good practice and the students' orientations to learning than between the principles for good practice and the students' cognitive gains”.

Strengths:

- Evidence from several different colleges
- Weighted statistics based on results
- Clearly describes how the results exemplify the data
- Great insights

Weaknesses:

- Doesn't talk about how the students performed outside of college

Connections:

- Gives us ideas on soft skills to focus on
- Shows that developing these skills early on is important
- These skills are measurable
- Getting students and faculty to focus on developing these skills will improve results for students

Questions/Concerns:

- How will we bring these concepts to the curriculum?

Research Bibliography 14

Myers, Carrie B. 2008. Divergence in Learning Goal Priorities between College Students and Their Faculty: Implications for Teaching and Learning. *College Teaching*, Vol. 56 No. 1, pg. 53-58.

<https://www.jstor.org/stable/pdf/27559353.pdf?refreqid=excelsior%3Ab03b088f99e48323960735f186d35ace>

Reason for including this source in your work:

In our team, we have discussed students needing to find their values early on. This source discusses what students like to see in curriculum versus what faculty view as most valuable.

Main argument:

Students and faculty differ on what they place emphasis on in classes. Faculty tend to emphasize things in the realm of critical thinking, whereas students tend to place the emphasis on career preparation and personal development.

Important ideas:

- Student development may be hindered by the differing learning goals between students and faculty.
- When it comes to learning goals, students and faculty disagree more than they agree on what is most important.
- To connect with a student, it is important that a faculty member learn the student's values and goals.

Evidence:

One piece of evidence used was a survey taken at a university. A table is shown with the mean results and standard deviation for both faculty and students on what learning goals were most important to them.

In addition, the source references several other articles.

Notable quotes, terms, and concepts:

- “A successful student-centered curriculum requires a basic understanding of student values and the extent to which faculty and students share similar goals and perceptions.” (p54)
- “For faculty, the highest priorities are placed on critical thinking, basic academic skills, and mastery of discipline content. Students also value basic academic skills, but similarly value personal development and career preparation.” (p56)
- “There is an interesting paradox in higher education: curriculum reform and design are supposed to be in the best interest of student development and learning, but these students have little input into curriculum and teaching decisions.” (p53)

<p>Strengths:</p> <ul style="list-style-type: none"> ● This offers evidence for some of our insights and reason for our need statement. 	<p>Weaknesses:</p> <ul style="list-style-type: none"> ● This study was from a single university, so it is unclear the extent to which this can be generalized.
<p>Connections:</p> <ul style="list-style-type: none"> ● Faculty members need to connect with students on learning goals to have a productive semester. If not, it is very likely a student will find a class to be a waste of time. ● Students from this university value personal development, which means they would have interest in discovering their personal values. ● Faculty have more of a mindset of students mastering the curriculum rather than developing of the self. 	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> ● How can we give students any say on what happens in the Honors College curriculum? ● What main learning goals do the Honors students at GVSU value? 	

Research Bibliography 15

Citation:

Andreas, Sarah. 2018. Effects of the decline in social capital on college graduates' soft skills. *Industry and Higher Education*. Vol. 32: pg. 47-56.

http://journals.sagepub.com.ezproxy.gvsu.edu/doi/full/10.1177/0950422217749277?utm_source=summon&utm_medium=discovery-provider#articleCitationDownloadContainer

Reason for including this source in your work:

The source explores the reasons why college graduates lack the soft skills needed to be successful in their careers. The source looks not only at college failing at teaching students' soft skills but looks to the culture for other reasons that students lack social capital.

Main argument:

Social learning occurs most in community events and participation in group activities. College students tend to lack participation in such activities due to their rigorous schedules. Because mastering soft skills and gaining social capital can take years, it may be unreasonable to expect a four-year degree to be able to provide the soft skills necessary for a career.

Important ideas:

- If college students are not building social capital through interpersonal interaction, they may not be learning the skills needed for success in business.
- Universities may be inflexible and are not adapting to societal changes; this lack of adaptation perpetuates missed opportunities to teach students essential soft skills such as communication, teamwork, decision-making and collaboration – success in which can lead to career advancement.
- Both mainstream and scholarly articles proclaim U.S. colleges' inability to prepare students for successful careers after graduation, and national surveys show that the lack of soft skills in college graduates supports the notion that those missing skills are a failure of higher education (Elliott, 2015; Farrington, 2014; Hart Research Associates, 2015; Magogwe et al., 2014). However, there is a danger here of taking responsibility for soft skill and social capital formation away from the individual and making it the responsibility of a college.
- It may not be reasonable to expect that 4 years of academic classes focused on teaching other skills will necessarily develop the soft skills required; it may, in fact, take many years of practice to develop those skills.

Evidence:

“Communication is a fundamental soft skill set since many other soft skills, such as team building, relationship building and leadership, require communication to be successful” (Magogwe et al., 2014; Robles, 2012).

“The necessity of effective communication is a clear example of why soft skills are in such demand from today’s businesses”(Association of American Colleges and Universities, 2008; Hart Research Associates, 2015; Magogwe et al., 2014; Miller, 2016; Nazem and Gheytsi, 2014).

Notable quotes, terms, and concepts:

- “Human Capital is embodied in the skills and knowledge acquired by an individual. It is created by the changing persons to give them skills and capabilities that make them able to act in new ways’ (Coleman, 1990: 100). Soft skills are part of an individual’s human capital; for the purpose of this discussion, we use Robles’ definition: ‘Soft skills are character traits, attitudes, and behaviors – rather than technical aptitude or knowledge. Soft skills are the intangible, nontechnical, personality-specific skills that determine one’s strengths as a leader, facilitator, mediator, and negotiator.” (Robles, 2012: 457)
- “Both businesses and recent college graduates in the United States attribute the lack of soft skills in recent college graduates to the colleges’ inability to prepare students for the workforce.” (Pg. 47)
- “Therefore, the results of this study give rise to the hypothesis that the decline in social capital at the macrosocial level is negatively influencing recent college graduates’ formation of soft skills. This may be due to the decrease in building social capital through face-to-face interaction, rather than due to colleges not preparing graduates for success in the business environment.” (Pg. 47)

Strengths:

- The source approaches the issue of college graduates lacking soft skills from a different direction than many other sources by stating that colleges may not be responsible for the lack of soft skills but could still help to further prepare students through internships and other exercises.

Weaknesses:

- While the source offers more insight into the way that soft skills develop,
- It does not provide very many solutions for how to improve their soft skills.
- Instead, the source focuses on explaining soft skills and stating that students should seek alternative ways of gaining experience with soft skills.

Connections:

- This source gives insight into how the soft skills that college graduates lack can be developed. This is important as we look to improve the career readiness of Honors students.
- This source also states that colleges should not be solely responsible for students learning soft skills. Furthermore, that students should take initiative to develop their soft skills on their own. This also relates to what approach to take when helping students develop soft skills.

- The source also encourages students to take responsibility for their own learning and soft skills development. This connects to our design thinking challenge by adding another way to approach the problem of career preparedness. Maybe we will need to focus on encouraging students to take action with resources that are already available.

Questions/Concerns:

- Will a four-year degree be able to grow soft skills enough to prepare students for their careers?
- Do we need to focus more on extracurriculars and pre-college learning opportunities to successfully develop the soft skills needed for careers?