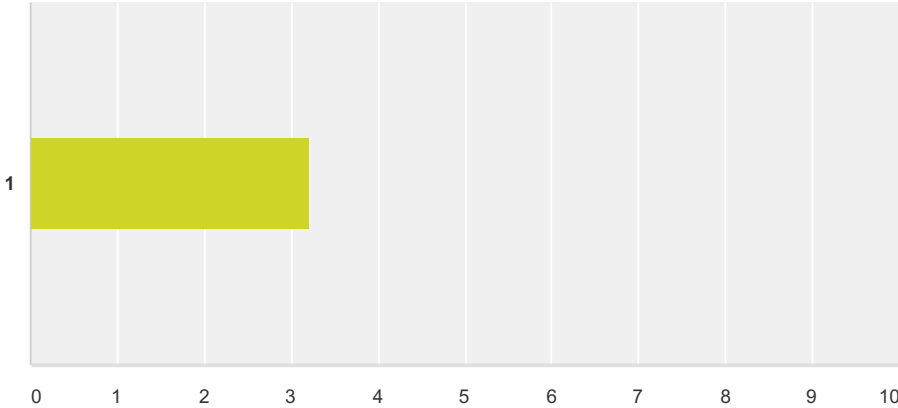


Q1 How prepared do you feel your students are to make the transition from college to the workplace?

Answered: 61 Skipped: 0



	Not at all prepared1	2	3	4	Extremely prepared5	Total	Weighted Average
1	1.64% 1	11.48% 7	57.38% 35	22.95% 14	6.56% 4	61	3.21

PEAK Faculty Survey

Q2 What do you think are the main challenges or barriers to students' transition from school to career?

Answered: 56 Skipped: 5

#	Responses	Date
1	drive, critical thinking, communication skills	3/20/2017 10:36 AM
2	expectations of a professional world and the demands for solid performance	3/19/2017 4:48 PM
3	hands-on experience	3/18/2017 5:00 PM
4	Students are not aware of careers involving mathematics. No job advertisement says "mathematician wanted".	3/17/2017 5:19 PM
5	professionalism	3/13/2017 9:00 PM
6	gumption	3/10/2017 3:59 PM
7	Knowing how to search for jobs in fields where a clear career path is not obvious	3/10/2017 1:14 PM
8	professional experiences before job market (convention participation, internship opportunity, etc)	3/10/2017 11:32 AM
9	Study skills, reliability	3/10/2017 10:19 AM
10	not enough 'real' experience	3/10/2017 10:14 AM
11	difficult to simulate reality in our classrooms	3/9/2017 9:53 AM
12	Being able to find the best fit for them (location, exact position, etc.)	3/8/2017 4:33 PM
13	The difficulty and amount of work. There are more but these seem most relevant.	3/8/2017 3:41 PM
14	lack of understanding and work ethic	3/8/2017 2:53 PM
15	thinking and planning early and often enough in undergrad career	3/8/2017 1:22 PM
16	they do not understand professional work ethics and the difficulty of having a successful career	3/8/2017 12:47 PM
17	maturity	3/8/2017 12:04 PM
18	competency and respectfulness	3/8/2017 11:42 AM
19	Experience and a good work ethic	3/8/2017 10:39 AM
20	Deporment and punctuality	3/8/2017 10:01 AM
21	interpersonal skills, writing abilities, work ethic	3/8/2017 9:44 AM
22	very parochial understanding of the world	3/8/2017 8:48 AM
23	Lack of professional skills and attitudes	3/8/2017 8:32 AM
24	general knowledge; work ethic; communication skills	3/8/2017 7:48 AM
25	practical knowledge about the 'real' world of work!	3/7/2017 9:50 PM
26	Real life experiences.	3/7/2017 8:52 PM
27	They don't often see the connection between what they are taught and the jobs they will end up in.	3/7/2017 8:21 PM
28	lacing motivation to acquire useful career skills	3/7/2017 7:56 PM
29	The lack of prior work experience, and lack of technical and professional communication skills.	3/7/2017 6:43 PM
30	Learning expectations of professional conduct	3/7/2017 6:02 PM
31	Organizational culture	3/7/2017 5:37 PM
32	Limited shadowing or applied experience in the field	3/7/2017 5:13 PM
33	Lack of Networking opportunities with people in the professional field	3/7/2017 5:07 PM

PEAK Faculty Survey

34	Soft skills, understanding of how to build resume in order to be a good job candidate	3/7/2017 4:27 PM
35	understanding professionalism (e.g., professional communication written and oral, professional attire, how to communicate with the community outside of the university, written skills, problem solving and critical thinking, engaging in leadership and taking initiative)	3/7/2017 4:03 PM
36	The greatest challenge our students need to overcome is the twelve years of bad student habits that have they have survived on. For so many, the only role they've ever played is that of the student. They have a very difficult time imagining that they must motivate themselves to think, plan, implement, facilitate, coordinate, and communicate in professional ways. I believe they need to experience more situations that require professional behaviors and client-ready products and services. I believe that many will rise to the occasion sooner if the appropriately-managed opportunities are available.	3/7/2017 3:38 PM
37	Different for different "tracks." However, overall there is a passivity regarding how to approach tasks.	3/7/2017 3:33 PM
38	Professionalism	3/7/2017 3:31 PM
39	1. Unfocused student career goals; 2. Not enough experience working in a professional workplace; 3. Lack of major/national employers visiting campus career fair; 4. Students are poor writers; 5. Students work so much during college that their g.p.a.s suffer; 6. Alumni office does poor job of creating networking opportunities for alums and students	3/7/2017 3:21 PM
40	Experience	3/7/2017 3:16 PM
41	Getting interviews and being able to find useful information about jobs they are exploring	3/7/2017 3:16 PM
42	They feel hesitant to leave their hometowns and families.	3/7/2017 3:14 PM
43	lack of work ethic, ability to handle uncertainty	3/7/2017 3:11 PM
44	Discipline and Job Opportunity	3/7/2017 3:10 PM
45	Lack of guidance/experience in relating classroom experience to real-world scenarios where situations are seldom classic textbook scenarios.	3/7/2017 3:09 PM
46	Writing ability	3/7/2017 3:08 PM
47	Lack of presentation and verbal skills, sometimes lower maturity and independent reasoning, and tough competition	3/7/2017 3:08 PM
48	Lack of applied experiences	3/7/2017 3:07 PM
49	Experience in the workplace, knowledge of how their specific career works and their expectations. Teaching this is difficult because there are a wide range of employment opportunities even within a certain major.	3/7/2017 3:07 PM
50	Lack of support, job availability	3/7/2017 3:05 PM
51	digital literacy	3/7/2017 3:03 PM
52	Learning Time Management and Flexibility	3/7/2017 3:03 PM
53	Practical, workplace experience	3/7/2017 3:03 PM
54	lack of experience	3/7/2017 3:02 PM
55	test...	2/27/2017 7:17 AM
56	"real life" experiences and knowing "what's out there" for them	2/22/2017 8:15 AM

PEAK Faculty Survey

Q3 What types of activities do you think would help students make the transition from school to career?

Answered: 56 Skipped: 5

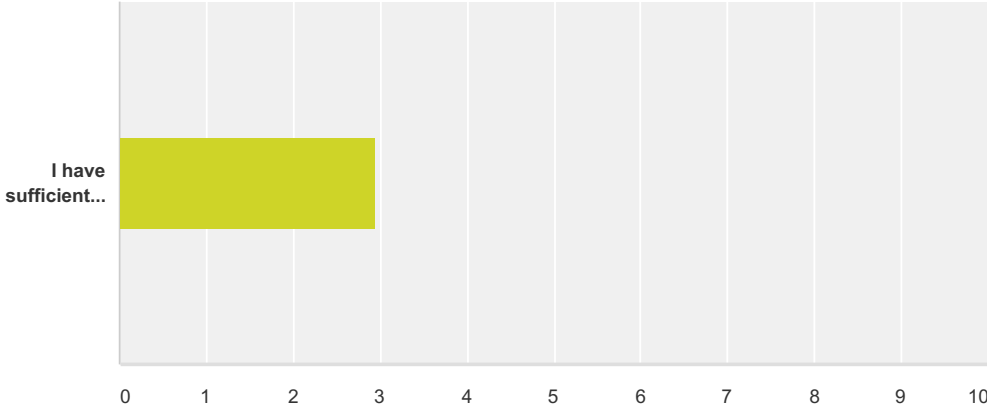
#	Responses	Date
1	activities that help with cultivating intrinsic motivation, that invite desire to explore, and that challenge them to work beyond a "grade"	3/20/2017 10:38 AM
2	See the work of the Serrano committee, School of Business, as an interesting beginning + more speakers on campus across the majors giving the student a professional's perspectives on what it is that they do.	3/19/2017 4:50 PM
3	mentorship opportunities in education, research, or other area of interest	3/18/2017 5:02 PM
4	Students working in or with businesses through internships or work-study courses.	3/17/2017 5:20 PM
5	shadowing, written and oral communication skills, field trips to companies, mentoring, taking students to conferences, guest speakers, internships, team activities, professional etiquette	3/13/2017 9:00 PM
6	internships	3/10/2017 3:59 PM
7	Interacting with established members of a particular career field that's outside the norm; Speakers to address opportunities in certain fields that would seem unusual, like working for a water quality testing center or sewer construction	3/10/2017 1:15 PM
8	convention participation and presentation, education travel opportunity, community engagement, research opportunity (education field)	3/10/2017 11:33 AM
9	Deadlines and exposure to professionals in their field	3/10/2017 10:20 AM
10	more internships/clinical experiences	3/10/2017 10:14 AM
11	more exposure to public school situations	3/9/2017 9:53 AM
12	Meet and greet events for prospective schools/employers	3/8/2017 4:33 PM
13	Learning how to "adult" but I do not believe that is up to the university. Also, holding students accountable to workload, ethics and deadlines. They should experience real-world timelines, etc.	3/8/2017 3:43 PM
14	activities have to appear to be fun - what they want and what they need are 2 different things	3/8/2017 2:54 PM
15	research experience	3/8/2017 1:22 PM
16	professional development workshops	3/8/2017 12:48 PM
17	internships	3/8/2017 12:05 PM
18	greater exposure to the demands of employers in professional workplaces	3/8/2017 11:43 AM
19	Career exposure and more career preparation	3/8/2017 10:39 AM
20	Job fairs, mock interviews, formal dinner events	3/8/2017 10:02 AM
21	more rigorous pre-professional training (i.e. careers office)	3/8/2017 9:45 AM
22	continual, and stronger, doses of reality as they go	3/8/2017 8:49 AM
23	Internships, mentoring, better students	3/8/2017 8:32 AM
24	reading; paying attention to the news; time management	3/8/2017 7:48 AM
25	early and continuous intern and externships	3/7/2017 9:50 PM
26	All programs have some type of internship.	3/7/2017 8:52 PM
27	attending conferences, internships for programs that don't have them, being involved in research	3/7/2017 8:23 PM
28	travel, field trips, hearing inspiring professionals	3/7/2017 7:57 PM
29	Internships, communication workshops, time management workshops	3/7/2017 6:44 PM

PEAK Faculty Survey

30	Pre-professional activated like attending conferences or other professional events in their fields	3/7/2017 6:02 PM
31	summer internships	3/7/2017 5:37 PM
32	Internships, Job Shadowing, Interviews with HR professionals, Guest Lectures, Etiquette training, Training for Certifications	3/7/2017 5:17 PM
33	SumMercedes internships, co-ops, clerkship, etc	3/7/2017 5:15 PM
34	Job shadowing, seminars on soft skills	3/7/2017 4:28 PM
35	students need do independent work where they are required to problem solve situations, seek out appropriate resources, communicate and engage in a professional manner with community members. This could take many forms but some ideas would be service learning projects that students must organize, research projects that involve community partners, internships at community locations, courses on professionalism and career building	3/7/2017 4:06 PM
36	Scientific writing to a standard. This would highlight 1) following directions [e.g., for APA style], 2) organizing ideas, 3) reading for main ideas, 4) grammar and spelling. Verbal communication regularly is the number 1 skill employers seek.	3/7/2017 3:45 PM
37	Working for real clients in class projects, internships, and so forth	3/7/2017 3:39 PM
38	Internships	3/7/2017 3:31 PM
39	1. Professional/social networking opportunities with alums and companies hiring; 2. Practice interviews; 3. Paid internships	3/7/2017 3:23 PM
40	Entrepreneurial opportunities and/or Internships outside of the immediate area, preferably outside South Carolina might help introduce them to opportunities they have not thought about.	3/7/2017 3:18 PM
41	Writing and speaking professionally	3/7/2017 3:17 PM
42	More activities like the career fair. Also resume building	3/7/2017 3:17 PM
43	Travel abroad, Internships, outside jobs	3/7/2017 3:12 PM
44	Internship under guidance of workplace professionals	3/7/2017 3:12 PM
45	Job Fairs and more Hands-on training	3/7/2017 3:11 PM
46	writing in their discipline, leadership opportunities, internships, career choice guidance	3/7/2017 3:09 PM
47	Summer internships, visiting various career locations, visits from employers	3/7/2017 3:09 PM
48	More time in real world	3/7/2017 3:08 PM
49	More internships	3/7/2017 3:08 PM
50	Shadowing, more internships	3/7/2017 3:05 PM
51	proficiency in office suite software, competence using information management systems, attention to detail, organizational tasks	3/7/2017 3:05 PM
52	Mock Interviews, Learning Mindfulness, World Experience	3/7/2017 3:04 PM
53	More practical content in classes, more technical workshops, more internships	3/7/2017 3:04 PM
54	internships	3/7/2017 3:02 PM
55	test	2/27/2017 1:40 PM
56	extra internships, guest speakers/workshops/seminars	2/22/2017 8:15 AM

Q4 Please indicate your agreement or disagreement with the following statement.

Answered: 56 Skipped: 5



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total	Weighted Average
I have sufficient resources to develop professionalization activities.	1.79% 1	39.29% 22	28.57% 16	23.21% 13	7.14% 4	56	2.95

PEAK Faculty Survey

Q5 What types of resources would assist you in providing professionalization activities?

Answered: 46 Skipped: 15

#	Responses	Date
1	?	3/20/2017 10:39 AM
2	the university is tooooo thinly staffed in a myriad of places --- from the mundane placement function to the provost's office as well as dean's office --- to easily facilitate this	3/19/2017 4:51 PM
3	funding	3/18/2017 5:03 PM
4	Internships	3/17/2017 5:21 PM
5	funding to bring in speakers and funding for taking students to conferences; more companies involved, other faculty/staff support	3/13/2017 9:01 PM
6	develop a mentorship program	3/10/2017 4:00 PM
7	I like the idea of shadowing or visiting potential job sites.	3/10/2017 1:16 PM
8	convention presentation	3/10/2017 11:34 AM
9	money to pay for internships	3/10/2017 10:14 AM
10	funds to take students to conferences; visit school districts outside our area	3/9/2017 9:55 AM
11	More time/hours in the student's specific field of choice. Our program needs a further professional degree than the one we currently provide.	3/8/2017 3:45 PM
12	financial	3/8/2017 2:54 PM
13	time	3/8/2017 1:23 PM
14	funding and administrative assistance	3/8/2017 12:48 PM
15	guest lectures on campus by CEOs and other leaders of local and regional manufacturing and service oriented companies as well as leaders form government-based agencies	3/8/2017 11:45 AM
16	Need funds available to provide background checks and training.	3/8/2017 10:42 AM
17	better staffed career office that is more in touch with various disciplines	3/8/2017 9:45 AM
18	regular event schedule for professional develoment	3/8/2017 8:50 AM
19	No idea	3/8/2017 7:48 AM
20	more funds for high quality faccuty, clinical educators and medical equipment	3/7/2017 9:51 PM
21	funding for travel, registration, and lodging and some cases food (also funding for faculty to travel to events where they may not be presenting research), funding to buy materials and also pay students to do research	3/7/2017 8:26 PM
22	travel money (I have drawn heavily on this in the past)	3/7/2017 7:59 PM
23	Not sure.	3/7/2017 6:51 PM
24	Student stipends so they did not have to work summers	3/7/2017 5:38 PM
25	Incentives for students to attend, travel expenses for guest speakers, stipend to invite speakers and people giving the workshop	3/7/2017 5:27 PM
26	Dedicated sites that contractually agree to taking students on for a minimum of one semester for on-the-job training	3/7/2017 5:16 PM
27	Opportunities to offer one hour classes on job preparation and exploration for juniors; funds for tours of workspaces/business/industry for sophomores	3/7/2017 4:30 PM

PEAK Faculty Survey

28	REAL funds can certainly apply to this goal in some sense. In my area, research or clinical internships are what are most desirable to future employers. So if the REAL grant cannot be used to pay for those experiences (i.e., stipends for students who cannot afford to commit time to these activities without pay), then other funds would certainly be useful for this.	3/7/2017 4:12 PM
29	1. Meeting space on campus (not a classroom, more like a board room) where students could negotiate solutions to solve problems, develop implementation plans, or deliver presentations. On formal occasions, they should dress up, prepare notes, slides, and supporting documents, and rehearse an effective delivery. 2. Of course, funding also helps to cover the costs of activities, equipment, and supplies.	3/7/2017 3:53 PM
30	I regularly have writing workshops within my topical classes. I also add information re professionalism on my syllabi, but the costs are 1) time away from class material, and 2) erosion of rapor, since i can often make great academic gains with students who get a little "sugar," meaning I bend the rules and undermine professionalism!	3/7/2017 3:48 PM
31	Money for salaries for our students to work in companies	3/7/2017 3:32 PM
32	With an unlimited budget, I would recruit people relevant to my discipline (which would require travel) to recruit our students.	3/7/2017 3:28 PM
33	paid internship opportunities for students	3/7/2017 3:26 PM
34	Not sure	3/7/2017 3:17 PM
35	time to plan, long lead times for arranging and Dedicated spaces for events/speakers	3/7/2017 3:13 PM
36	workshops, clear examples and leadship that is discipline specific, funds, time	3/7/2017 3:10 PM
37	Unsure	3/7/2017 3:09 PM
38	Access to materials and ability for field trips	3/7/2017 3:08 PM
39	Funding to help students gain applied experiences that will make them marketable	3/7/2017 3:08 PM
40	undergraduate teaching assistants, greater university adoption of digital platforms rather than paper, all faculty becoming more digitally literate and teaching digital literacy to their students	3/7/2017 3:07 PM
41	Businesses that offer opportunities	3/7/2017 3:06 PM
42	Money to bring in speaker to discuss careers, money for workshops on technical training for students, course releases to develop discipline specific trainign workshops or courses	3/7/2017 3:05 PM
43	Teaching what to look for on interviews, Business etiquette	3/7/2017 3:04 PM
44	funding	3/7/2017 3:03 PM
45	test	2/27/2017 1:42 PM
46	money, time built into student schedules, etc.	2/22/2017 8:16 AM

PEAK Faculty Survey

Q6 If you had access to additional funds for preparing students to enter the workforce, how would you use them?

Answered: 52 Skipped: 9

#	Responses	Date
1	Competitions, Research Grants, Poster Shows, etc.	3/20/2017 10:39 AM
2	i have given this no thought....	3/19/2017 4:52 PM
3	skills fairs for interview skills, resume building, learning conflict resolution, etc. Also, learning basic research or quality improvement methods including data gathering, excel use, etc.	3/18/2017 5:05 PM
4	Internships	3/17/2017 5:21 PM
5	bring speakers to come and talk to our students, professional etiquette classes and taking students to conferences or field trips to companies	3/13/2017 9:02 PM
6	put them in professional situations more often	3/10/2017 4:01 PM
7	Provide a shadowing experience for a student who had no clear idea of what to do with his/her degree. We could certainly use our alumni for activities such as this.	3/10/2017 1:17 PM
8	support to participate in national and state conventions	3/10/2017 11:34 AM
9	Have a small staff to oversee weekly hands-on exercises and activities in our field	3/10/2017 10:20 AM
10	pay students a stipend for 'working' in clinical settings	3/10/2017 10:15 AM
11	field trips to a variety of school districts, take them to professional conferences	3/9/2017 9:55 AM
12	On site visits (traveling); Professional Development seminars on campus- with different career specialists	3/8/2017 4:35 PM
13	Try and provide more real world experience. We have a current initiative but money would help.	3/8/2017 3:46 PM
14	purchase professional development modules (online courses), bring in guest speakers (paid), offer cash incentives for students to attend events (or really great food)	3/8/2017 2:55 PM
15	technical training, like in R	3/8/2017 1:24 PM
16	provide workshops concerning professional behavior	3/8/2017 12:49 PM
17	inviting CEOs, other leaders and specific professionals such as engineers of all sorts, technology professionals, businesspeople, administrators, doctors, lawyers and other professionals to campus as well as field trips to major centers of manufacturing and tech-related services	3/8/2017 11:49 AM
18	Aforementioned background checks. For health care environments they are around \$50 per student.	3/8/2017 10:44 AM
19	supplement unpaid local internships with FMU funding	3/8/2017 9:46 AM
20	work 'sabatacles'	3/8/2017 8:50 AM
21	No idea	3/8/2017 7:49 AM
22	for faculty, staff , capital equipment and student education	3/7/2017 9:52 PM
23	Induction Professional Development for new teachers in collaboration with school districts.	3/7/2017 8:53 PM
24	I have been using the REAL grant for travel, lodging and registration for conferences. If I had more funding, I would use it to attend smaller local gatherings of professionals in my area. The costs associated with smaller meetings is sometime the cost of a meal and gas which can be enough enticement for many students to attend.	3/7/2017 8:29 PM
25	take them to see professionals at work elsewhere	3/7/2017 8:02 PM
26	I would use the funds to sponsor student experiences either in an industry internship or I would use the funds to create research assistant position	3/7/2017 6:55 PM
27	Taking them to professional events in their fields	3/7/2017 6:02 PM
28	stipends	3/7/2017 5:38 PM

PEAK Faculty Survey

29	pay for professional certificate exams fees for students, buy materials for the professional certification training, hire trainers to organize training sessions for students	3/7/2017 5:28 PM
30	I would create more on campus assistantships or provide pay for students to seeking training at facilities that do not have the funds to pay them.	3/7/2017 5:18 PM
31	I would provide students with stipends to work on research, create academic programs in the department with stipends for student workers (e.g., an undergraduate academic journal), fund student internships, and student teaching assitantships	3/7/2017 4:15 PM
32	I would establish a Center for Professionalism with office space, meeting space, computers, and supplies.	3/7/2017 3:57 PM
33	Pay them a wage to work (i.e., in research). We can't penalize theri academic progress with the sword of professionalism, but we can cut them from a financial opportunity	3/7/2017 3:51 PM
34	match funds with an employer to offer internships for students or send students to a career-type summer boot camp	3/7/2017 3:35 PM
35	Workshops, training	3/7/2017 3:33 PM
36	1. To pay for student food and lodging stipends when interning requires a temporary move to a location away from home; 2. To pay for snacks and drinks at a networking social; 3. To visit the local or national headquarters of companies and organizations and convince their HR offices that we have qualified and diverse students at FMU whom they could benefit from	3/7/2017 3:32 PM
37	bring in outside experts with real-world problems, pay students to work to solve problems for local industry	3/7/2017 3:32 PM
38	Webinars	3/7/2017 3:17 PM
39	Not sure	3/7/2017 3:17 PM
40	If it required taking time to apply for the funds instead of actually doing the activity then no. Setting up another 'opportunity' that diverts from doing the job to asking to doing the job is silly and a waste of time and limited resources	3/7/2017 3:14 PM
41	I would use the funds to purchase more technological equipment.	3/7/2017 3:12 PM
42	Take students to visit national labs and other facilities.	3/7/2017 3:12 PM
43	Purchase newer/more relevant equipment, organize professional training workshops, help pay for short courses for students to get additional training, etc.	3/7/2017 3:12 PM
44	Perhaps we could host an expert to help us think about how to make that transition for our discipline. We could use the funds to allow more student work opportunities and/or travel to professional conferences	3/7/2017 3:11 PM
45	I would hire undergraduates to serve as teaching assistants whom I could delegate tasks (e.g., data entry) so I can allocate more time to teaching digital literacy; I would also purchase software that facilitates the use of digital documents (e.g., Adobe Acrobat PDF editor) and data collection (e.g., Qualtrics web survey software); purchase licenses for Microsoft Office Sutie so students who do not have it can download/install it	3/7/2017 3:11 PM
46	I would help them gain experience in behavioral health settings doing paid internships (current internships are often unpaid, making it necessary for the student to have a paying job, as well, or take large loans)	3/7/2017 3:10 PM
47	Provide stipends or resources to get students to placements	3/7/2017 3:09 PM
48	Partner with local businesses to provide opportunities for students	3/7/2017 3:07 PM
49	Business etiquette, business writing, and mock interviews for all students...professional dress is important too	3/7/2017 3:05 PM
50	internships	3/7/2017 3:05 PM
51	test	2/27/2017 1:42 PM
52	for guest speakers, for paid internships in summer work	2/22/2017 8:16 AM

PEAK Faculty Survey

Q7 Please provide us with your department or school name.

Answered: 53 Skipped: 8

#	Responses	Date
1	English	3/20/2017 10:39 AM
2	Business/Accounting	3/19/2017 4:55 PM
3	School of Health Sciences	3/18/2017 5:05 PM
4	Mathematics	3/17/2017 5:22 PM
5	Computer Science/School of Business	3/13/2017 9:02 PM
6	school of business	3/10/2017 4:02 PM
7	EMP	3/10/2017 1:18 PM
8	art education	3/10/2017 11:35 AM
9	Mass Communication	3/10/2017 10:21 AM
10	Education	3/10/2017 10:15 AM
11	School of Education	3/9/2017 9:59 AM
12	Education	3/8/2017 4:35 PM
13	Fine Arts	3/8/2017 3:58 PM
14	School of Business	3/8/2017 2:55 PM
15	Psychology	3/8/2017 1:24 PM
16	School of Business	3/8/2017 12:51 PM
17	Department of Political Science and Geography, Francis Marion University	3/8/2017 11:50 AM
18	Biology	3/8/2017 10:48 AM
19	English	3/8/2017 10:02 AM
20	Political Science and Geography	3/8/2017 9:47 AM
21	FMU School of Biz---mgmt.	3/8/2017 8:51 AM
22	English	3/8/2017 7:49 AM
23	School of Health Sciences :SLP	3/7/2017 9:53 PM
24	School of Education	3/7/2017 8:54 PM
25	Chemistry	3/7/2017 8:32 PM
26	FMU Fine Arts	3/7/2017 8:04 PM
27	Physics and astronomy	3/7/2017 6:56 PM
28	English	3/7/2017 6:03 PM
29	SoftHS	3/7/2017 5:39 PM
30	School of Business	3/7/2017 5:29 PM
31	FMU psychology department	3/7/2017 5:18 PM
32	English	3/7/2017 4:30 PM
33	psychology	3/7/2017 4:15 PM
34	English, Modern Language, and Philosophy	3/7/2017 3:59 PM

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35	Psychology	3/7/2017 3:53 PM
36	Sociology	3/7/2017 3:37 PM
37	I thought this was anonymous.	3/7/2017 3:35 PM
38	Physics and Astronomy	3/7/2017 3:33 PM
39	Physics and Astronomy	3/7/2017 3:32 PM
40	Francis Marion University	3/7/2017 3:18 PM
41	Biology	3/7/2017 3:17 PM
42	Business	3/7/2017 3:15 PM
43	Library	3/7/2017 3:13 PM
44	English	3/7/2017 3:13 PM
45	Physics and Astronomy	3/7/2017 3:13 PM
46	sociology	3/7/2017 3:12 PM
47	Psychology	3/7/2017 3:10 PM
48	Education	3/7/2017 3:09 PM
49	Nursing	3/7/2017 3:08 PM
50	Psychology	3/7/2017 3:06 PM
51	nursing	3/7/2017 3:05 PM
52	test... English	2/27/2017 1:42 PM
53	Education	2/22/2017 8:17 AM

PEAK Faculty Survey

Q8 Please list any ongoing activities in your department or school that help students transition from school to the workplace.

Answered: 49 Skipped: 12

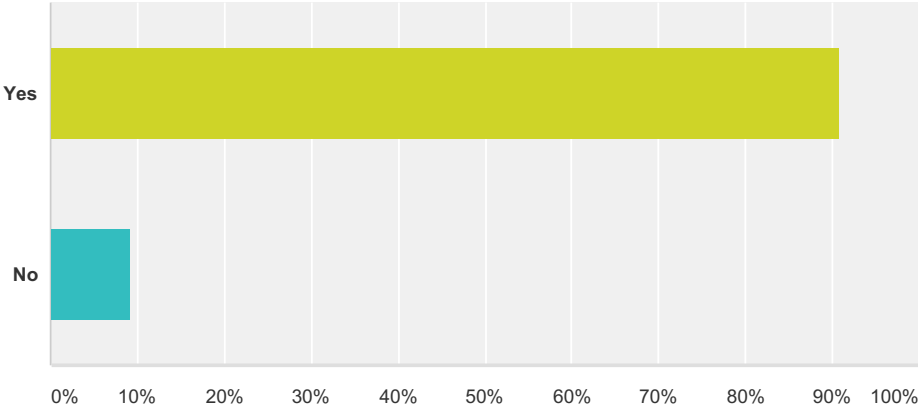
#	Responses	Date
1	Professional Writing Internships	3/20/2017 10:39 AM
2	use of a major's email list linking to outside information, graduate study, internships, jobs, scholarships; info session by USC staff person on its masters program; local cpa chapter speaking to students; volunteer income tax assistance program in which seniors do personal income taxes	3/19/2017 4:55 PM
3	mock interviews, simulation	3/18/2017 5:05 PM
4	Math 497 course sponsored by Preparation for Industrial Careers (PIC) Mathematics	3/17/2017 5:22 PM
5	team activities, work on communication (written and oral presentation) skills, bring guest speakers in; take students to local companies on field trips, work on resumes with students, added ethics module in course, internship program	3/13/2017 9:02 PM
6	we do a professional dinner to teach professionalism and etiquette	3/10/2017 4:02 PM
7	We have a couple of "talks" that address graduate school and workplace possibilites for our majors/minors.	3/10/2017 1:18 PM
8	state/national convention participation	3/10/2017 11:35 AM
9	Media trips to New York City; Guest speakers from local news organizations	3/10/2017 10:21 AM
10	student teaching	3/10/2017 10:15 AM
11	SKYPE Reading sessions, Growing Up Wild program, Thieves Market project	3/9/2017 9:59 AM
12	This semester we are hosting current principals and inviting teacher candidates to a panel discussion	3/8/2017 4:35 PM
13	Internships, and a design practicum.	3/8/2017 3:58 PM
14	internships, independent research projects	3/8/2017 1:24 PM
15	Model UN, occasional Political Science trips to Washington, DC	3/8/2017 11:50 AM
16	Pre Health Internships	3/8/2017 10:48 AM
17	Mock interviews, mostly. Not much else	3/8/2017 10:02 AM
18	REAL programs to Washington, DC and Europe (visits to political sites), credit-bearing internships, work with local and state campaigns (paid and unpaid), The Washington Semester with USC ('study abroad' in DC with internship placement), pre-law advising and info sessions	3/8/2017 9:47 AM
19	student membership in professional orgs. assocs.	3/8/2017 8:51 AM
20	tutoring, internships, conference presentations	3/8/2017 7:49 AM
21	Internships and Externships	3/7/2017 9:53 PM
22	Student Teaching	3/7/2017 8:54 PM
23	research, conferences, local American Chemical Society meetings, webinars, inviting speakers, sharing science activities with the community and also networking/social activities such as cookouts and kayaking. We try to invite alumni to participate in many of these activities when possible.	3/7/2017 8:32 PM
24	workshops, travel, conferences, internships, outside speakers	3/7/2017 8:04 PM
25	Informal resume reviews; social hours to improve student communication skills;	3/7/2017 6:56 PM
26	REAL program, workshops	3/7/2017 6:03 PM
27	Speakers, clinical learning activities, resume prep	3/7/2017 5:39 PM
28	Internships, Live classroom projects, Dress for Success, Dinner Etiquette training, Guest Lectures, Banking Careers,	3/7/2017 5:29 PM
29	Undergraduate and graduate assistantships and internships	3/7/2017 5:18 PM

PEAK Faculty Survey

30	research and internship courses	3/7/2017 4:15 PM
31	All experiential learning projects already underway, the Writing Center, and faculty-student collaborations in research and conference presentations	3/7/2017 3:59 PM
32	Senior Seminar - PSY 499 - is a context that really helps students to focus on professionalism as a specific objective	3/7/2017 3:53 PM
33	limited unpaid internship opportunities and a required 1-hour sociology capstone experience course that helps them prepare for careers/grad school	3/7/2017 3:37 PM
34	Internships available; building a network of alumni majors.	3/7/2017 3:35 PM
35	summer internships at nuclear facilities	3/7/2017 3:32 PM
36	Career Fair	3/7/2017 3:18 PM
37	Senior seminar; internships; research experience; Biol 497; etc.	3/7/2017 3:17 PM
38	Internships, encourage or international travel, speakers/company visits off campus for some courses.	3/7/2017 3:15 PM
39	Hiring of student library assistants and interns	3/7/2017 3:13 PM
40	Writing Center jobs, Writing Studio jobs, departmental assist. jobs, opportunities to go to conferences, internships in prof. writing, teacher training, leadership roles in Sigma Tau Delta & the literary magazine, Snow Island Review	3/7/2017 3:13 PM
41	Handing out information. Reminders to apply for summer opportunities	3/7/2017 3:13 PM
42	I make an effort to teach digital literacy in my courses	3/7/2017 3:12 PM
43	Unpaid internships, advising, some paid work for select students	3/7/2017 3:10 PM
44	None	3/7/2017 3:09 PM
45	Student organizations for nursing, workshops, clinical opportunities	3/7/2017 3:08 PM
46	Business Etiquette when possible, and professional dress presentations, mock interviews	3/7/2017 3:06 PM
47	clinical rotations at hospitals/ community agencies	3/7/2017 3:05 PM
48	test... internship program	2/27/2017 1:42 PM
49	workshops for students at different steps in the program	2/22/2017 8:17 AM

Q9 Do you have an internship, student teaching, or field experience program for students in your majors?

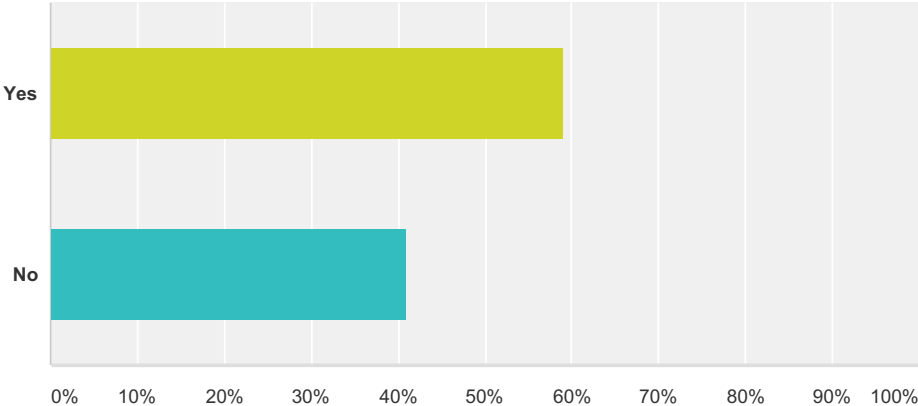
Answered: 54 Skipped: 7



Answer Choices	Responses
Yes	90.74% 49
No	9.26% 5
Total	54

Q10 Is this internship, student teaching, or field experience program required for students in your majors?

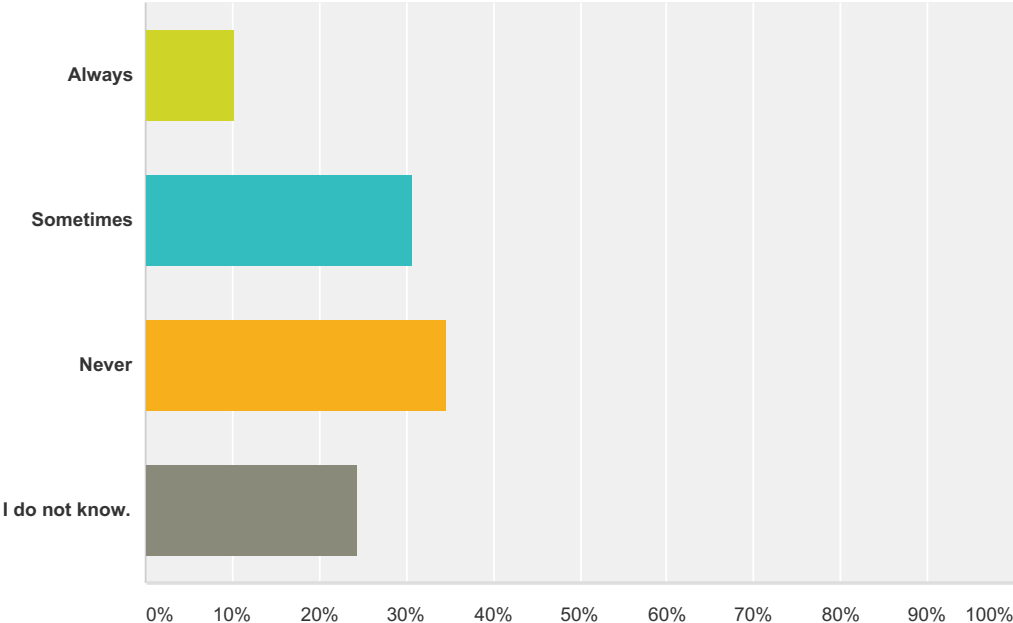
Answered: 49 Skipped: 12



Answer Choices	Responses	
Yes	59.18%	29
No	40.82%	20
Total		49

Q11 How often do the students receive pay for the internship, student teaching, or field experience?

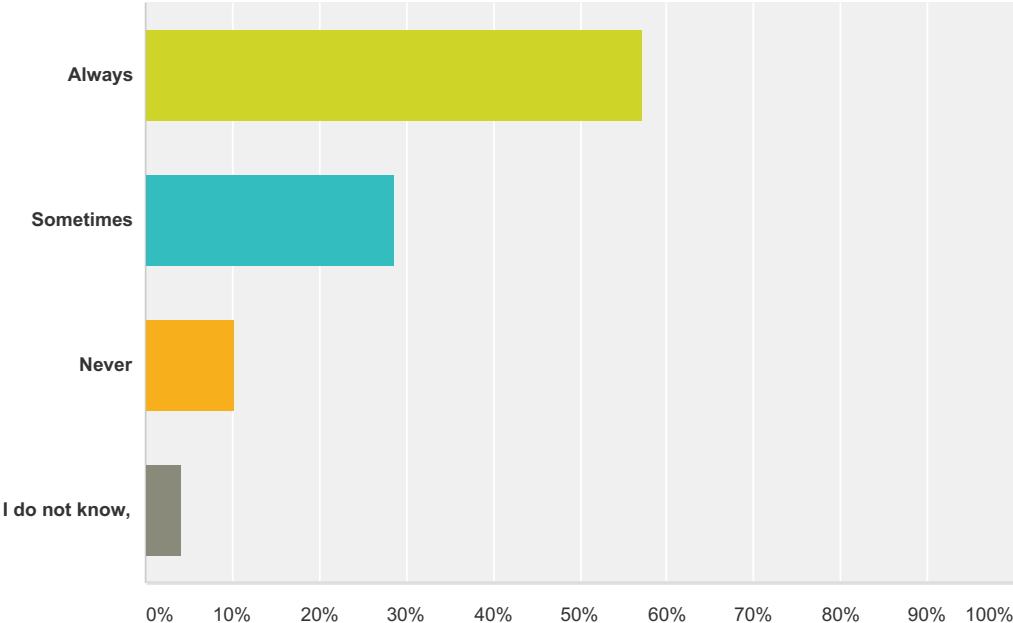
Answered: 49 Skipped: 12



Answer Choices	Responses
Always	10.20% 5
Sometimes	30.61% 15
Never	34.69% 17
I do not know.	24.49% 12
Total	49

Q12 How often do the students receive course credit for the internship, student teaching, or field experience?

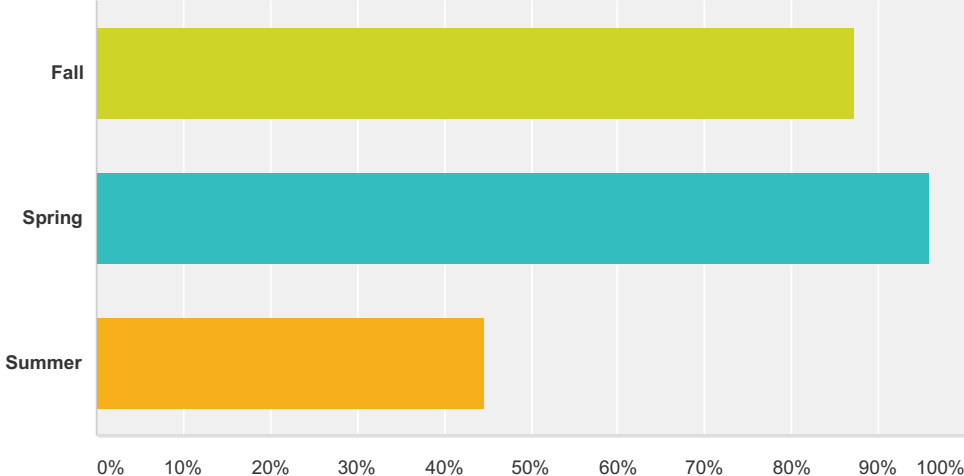
Answered: 49 Skipped: 12



Answer Choices	Responses
Always	57.14% 28
Sometimes	28.57% 14
Never	10.20% 5
I do not know,	4.08% 2
Total	49

**Q13 In which semesters do students participate in the internship, student teaching, or field experience program?
(Choose all that apply.)**

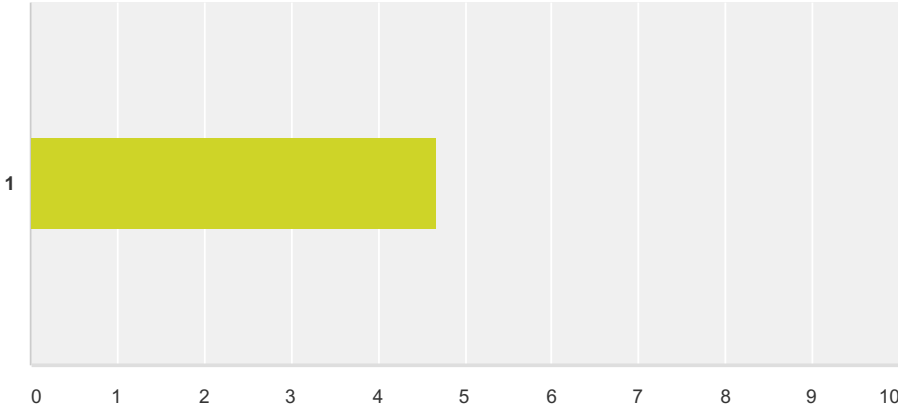
Answered: 47 Skipped: 14



Answer Choices	Responses	
Fall	87.23%	41
Spring	95.74%	45
Summer	44.68%	21
Total Respondents: 47		

Q14 How beneficial do you believe the internship, student teaching, or field experience is for your students?

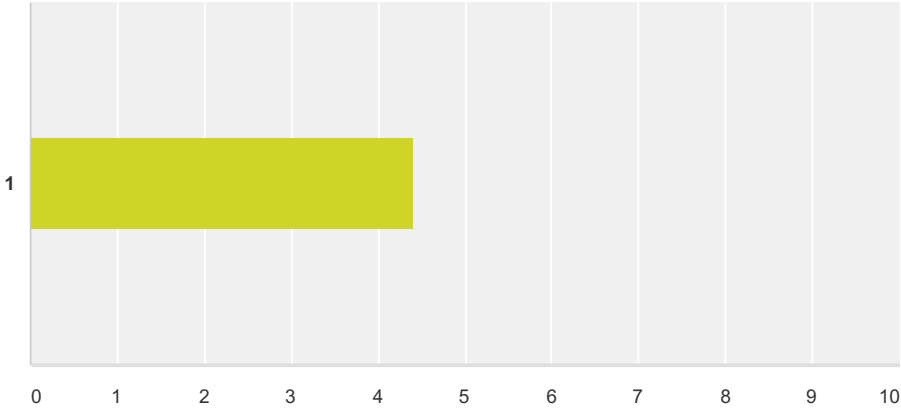
Answered: 47 Skipped: 14



	Not at all beneficial1	2	3	4	Extremely beneficial5	Total	Weighted Average
1	0.00% 0	2.13% 1	0.00% 0	25.53% 12	72.34% 34	47	4.68

Q15 How beneficial would an internship, student teaching, or field experience be for your students?

Answered: 5 Skipped: 56



	Not at all beneficial1	2	3	4	Extremely beneficial5	Total	Weighted Average
1	0.00% 0	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5	4.40

PEAK Faculty Survey

Q16 Please describe the educational value to students of internships, student teaching, or field experiences.

Answered: 43 Skipped: 18

#	Responses	Date
1	Not sure	3/20/2017 10:43 AM
2	work ethic; understanding the nature of real world work and their role as a professional; self confidence [i.e., "I CAN do this]	3/19/2017 4:58 PM
3	Provides practice and experience in the area which is priceless	3/18/2017 5:08 PM
4	Students need to experience the difference between an academic setting and business setting.	3/17/2017 5:25 PM
5	indispensible	3/13/2017 9:03 PM
6	teaches them what is required once they are in the professional world	3/10/2017 4:04 PM
7	Our students who have internships through the Professional Writing Program often get tagged for jobs where they intern.	3/10/2017 1:19 PM
8	It allows students to see firsthand what is involved in working in this career. It also helps them to network with professionals and gains some basic skills.	3/10/2017 10:22 AM
9	required for graduation	3/10/2017 10:16 AM
10	extremely valuable to have hands-on classroom experience: "a taste of reality"	3/9/2017 10:01 AM
11	Exposure to different school settings and teaching styles; this helps teacher candidates in determining where they want to teach and what to/not do as a teacher	3/8/2017 4:37 PM
12	There is only so much you can teach about production, producing and professional interaction in the classroom. Internships provide a glimpse of what to expect in the "real world".	3/8/2017 3:59 PM
13	Gives real-world context for academic theories	3/8/2017 2:56 PM
14	very important	3/8/2017 11:52 AM
15	Basically required at this point for admission into professional programs	3/8/2017 10:50 AM
16	on-the-job training supplements classroom instruction with real world experience, opens students eyes to what is possible for them as a career	3/8/2017 9:49 AM
17	real world exposure	3/8/2017 8:52 AM
18	clinical education is crucial to SLP student development	3/7/2017 9:55 PM
19	Extremely important. It would be almost impossible for students to teach without it.	3/7/2017 8:55 PM
20	Internships help students see how what they are learning is used in the field - how it is applied. Student teaching is valuable because you don't really understand something until you teach. It is comparatively easy to pass a test on material but a whole different ball game to teach it. I am not sure how/what field experiences would be in chemistry.	3/7/2017 8:38 PM
21	my 25 trips with students were invariably life-changing	3/7/2017 8:10 PM
22	It helps them relate concepts taught in class to real world applications. It also helps them develop interpersonal skills.	3/7/2017 6:58 PM
23	Extremely important. Gives them the application for the theory we teach. Builds their resume. They are more likely to have a job after an internship than not	3/7/2017 5:31 PM
24	Hands- on training; future job placement	3/7/2017 5:21 PM
25	It lets students get an inside view of the workplace and gives them a chance to get some great hands-on experiences and use what they know.	3/7/2017 4:35 PM
26	These experiences demonstrate to students how to interact with community members in the field. They also are opportunities for students to observe role models in their chosen profession.	3/7/2017 4:17 PM

PEAK Faculty Survey

27	Very often, students tell me that their internship experiences and other client-focused projects make all the difference as they interview and compete for jobs.	3/7/2017 4:13 PM
28	Depends. Our PSY 498 Internship has led to jobs for some once they graduate (they take it last semester), and for others has been a fruitless experience. I have written REAL grants to pay research assistants. The latter would be much more meaningful if the pay was given contingent on the quality of the work.	3/7/2017 3:59 PM
29	It depends on the quality of the internship, teaching, or field experience. Some of them may have outstanding educational value while others may not. Most of our students already work, so they are somewhat prepared for it, but they are not working in places they like.	3/7/2017 3:43 PM
30	Learning career professionalism; exposure to a particular career; building a student's professional network.	3/7/2017 3:40 PM
31	It changes them permanently for the better.	3/7/2017 3:35 PM
32	Gives real-world scenarios, shows them that the workplace is not as organized as a 60-minute test in class, shows that they have to make assumptions to solve problems based on professional judgment.	3/7/2017 3:34 PM
33	Networking, ability to 'try out' a career area. Unfortunately, it is time consuming to set up, we have too small of potential students to draw from with individual companies to have a routine way of doing this. Each time is a start from scratch experience and not valued by the university although it is valued by the student.	3/7/2017 3:21 PM
34	Invaluable in giving them real world skills, networking, etc.	3/7/2017 3:18 PM
35	The internships are very valuable to students because it better prepare them for their careers of interest in the real world.	3/7/2017 3:17 PM
36	These are extremely useful, but tend to be offered by other institutions or companies.	3/7/2017 3:17 PM
37	they receive actual experience; they are introduced to potential employers and the profession	3/7/2017 3:15 PM
38	They are essential trial runs for the real world, and they help build knowledge, confidence, and resumes.	3/7/2017 3:14 PM
39	In the field of Psychology, internships and other practical experiences are required to work in the field, and/or continue training at the graduate level	3/7/2017 3:12 PM
40	They are involved in the activities they will be doing in the real world. It is OJT to some extent.	3/7/2017 3:07 PM
41	helps to apply what they have learned	3/7/2017 3:06 PM
42	test	2/27/2017 1:43 PM
43	students get to practice what they learn in the classroom in real classroom settings	2/22/2017 8:18 AM

PEAK Faculty Survey

Q17 What are the challenges or barriers to students' participation in internships, student teaching, or field experiences?

Answered: 44 Skipped: 17

#	Responses	Date
1	Schedule, Software Knowledge, Lack of partner instructions/interaction	3/20/2017 10:43 AM
2	hard to give up an established part-time job which fits your college schedule for an internship of limited time scope; seems helpful but not necessary to a good job	3/19/2017 4:58 PM
3	Work schedule/time, finding preceptors	3/18/2017 5:08 PM
4	Funding! Students don't have the time to volunteer. They are already working to pay for school.	3/17/2017 5:25 PM
5	graduation on time; conflict with other employment; more opportunities with companies	3/13/2017 9:03 PM
6	availability of internships and not being able to take time away from less preparatory but more lucrative jobs	3/10/2017 4:04 PM
7	We sometimes have students that are not "ready" for outside interning.	3/10/2017 1:19 PM
8	time and support	3/10/2017 11:36 AM
9	Students have to work and it makes it hard to find time for an internship	3/10/2017 10:22 AM
10	must not have a job while student teaching/money can become an issue	3/10/2017 10:16 AM
11	transportation for a few students	3/9/2017 10:01 AM
12	Travel issues (lack of transportation); scheduling conflicts with their on campus courses and hours of school operations	3/8/2017 4:37 PM
13	Internships in our area are few and far between. We do take students to visit regional studios.	3/8/2017 3:59 PM
14	cannot participate in internships if unpaid because they have to work - cannot trade paid part time work for unpaid internship	3/8/2017 2:56 PM
15	lack of money or lack of opportunities	3/8/2017 11:52 AM
16	Opportunities. Getting exceedingly difficult and competing for space with health program placements.	3/8/2017 10:50 AM
17	students are already over-committed and credit-bearing (unpaid) internships may seem 'extra' and not needed/able to be scheduled	3/8/2017 9:49 AM
18	they are always local, parochial	3/8/2017 8:52 AM
19	acquisition of high quality clinical educators	3/7/2017 9:55 PM
20	Quality of placements at times.	3/7/2017 8:55 PM
21	The biggest barrier for us would be that we do not currently have avenues for any of those in place. We have no partners for internships. We were doing tutoring in our department but that is no longer available due to CASA. If we could build some relationships for internships, that would be great. Not sure how to implement student teaching without tutoring that is monitored by a faculty member in the field.	3/7/2017 8:38 PM
22	lack of money or motivation, fear of big cities, social awkwardness	3/7/2017 8:10 PM
23	Lack of industry awareness of FMU programs	3/7/2017 6:58 PM
24	We need paid internships. We cannot ask students to quit their current jobs to take up internships which do not pay as they are working to make ends meet	3/7/2017 5:31 PM
25	Inability to commit enough time to activities due to need to work to pay for school	3/7/2017 5:21 PM
26	Pay--so many students need to make money that they don't want to devote time to unpaid internships	3/7/2017 4:35 PM
27	The opportunities do not exist (e.g., student teaching) or students cannot commit to the experiences because they have to have more menial jobs that pay them	3/7/2017 4:17 PM

PEAK Faculty Survey

28	A significant consideration is compensation for internship directors who work throughout the year to ensure students can pursue immersive workplace experiences, including in the summer months. Monitoring the quality of internships is no small task, and it helps maintain the university's reputation. Eliminating summer internships would harm students, especially when summer is their only opportunity to work somewhere besides Florence County.	3/7/2017 4:13 PM
29	They feel that the sensation of 'effort' is a negative indicator	3/7/2017 3:59 PM
30	The biggest barrier, in my view, is that life gets in the way for many of our students. They have familial obligations, or example, that preclude them from pursuing professional commitments. Also, it's hard to find employers who will offer paid internships for sociology-type work.	3/7/2017 3:43 PM
31	1. It's too expensive to intern in cities far from home, especially if the student does not get paid; 2. They have a paid job while doing the internship, and the paid job takes precedence; 3. Some of our students are not dependable enough to place in an internship.	3/7/2017 3:40 PM
32	Budgets, family situations, homesickness, lodging	3/7/2017 3:35 PM
33	Often takes 1-2 years of college before students are prepared sufficiently to be productive in a professional setting due to complexities of problems.	3/7/2017 3:34 PM
34	Students do not know this is something to do until late in their academic careers, they are not made aware until they are in their majors, typically in their junior year and have limited time to prepare for a successful internship at that point. Freshman advising not done by professors in their field of interest.	3/7/2017 3:21 PM
35	Time, money, faculty limitations (can only work with so many students a semester), placement opportunities for internships, etc.	3/7/2017 3:18 PM
36	Limited funding	3/7/2017 3:17 PM
37	Lack of contacts, lack of time, lack of motivation on students part.	3/7/2017 3:17 PM
38	having time to allocate; the need to earn money through a regular paying job; finding appropriate activities	3/7/2017 3:15 PM
39	They are less common in the literary field (prof. writing and teaching cert. have them).	3/7/2017 3:14 PM
40	The Pee Dee region has limited opportunities; there are very few paid experience opportunities	3/7/2017 3:12 PM
41	Professionalism, Etiquette, Oral and Written Communication Skills	3/7/2017 3:07 PM
42	time	3/7/2017 3:06 PM
43	test	2/27/2017 1:43 PM
44	money and time away from jobs, finding placements sometimes in the appropriate setting	2/22/2017 8:18 AM

Q18 If you have any material or relevant references about professionalization that can assist us with our report to SACS-COC, please include them here or contact a member of the QEP (PEAK) steering committee.

Answered: 11 Skipped: 50

#	Responses	Date
1	http://www.maa.org/pic-math	3/17/2017 5:25 PM
2	I have documents for the B-School internship program - can forward if you want them	3/8/2017 2:57 PM
3	Since the SLP program is just developing , I am not sure if you want to add info in your report now. However, the American Speech and Hearing Association's Official Website provides a great deal of info relative to professional competence and education.	3/7/2017 9:58 PM
4	none	3/7/2017 8:10 PM
5	Will do	3/7/2017 4:35 PM
6	Yes, I have data on surveys that students completed after working for clients on documentation projects. I will share them with Christine Masters or Chris Johnson.	3/7/2017 4:26 PM
7	I will share the material on my syllabi	3/7/2017 4:00 PM
8	none I can think of right now but I'll let you know if something comes up	3/7/2017 3:44 PM
9	None	3/7/2017 3:18 PM
10	Yes	3/7/2017 3:07 PM
11	test	2/27/2017 1:43 PM