

College for Social Innovation:

*High-Impact Learning as a Pathway to Skill
Attainment and Career Success*

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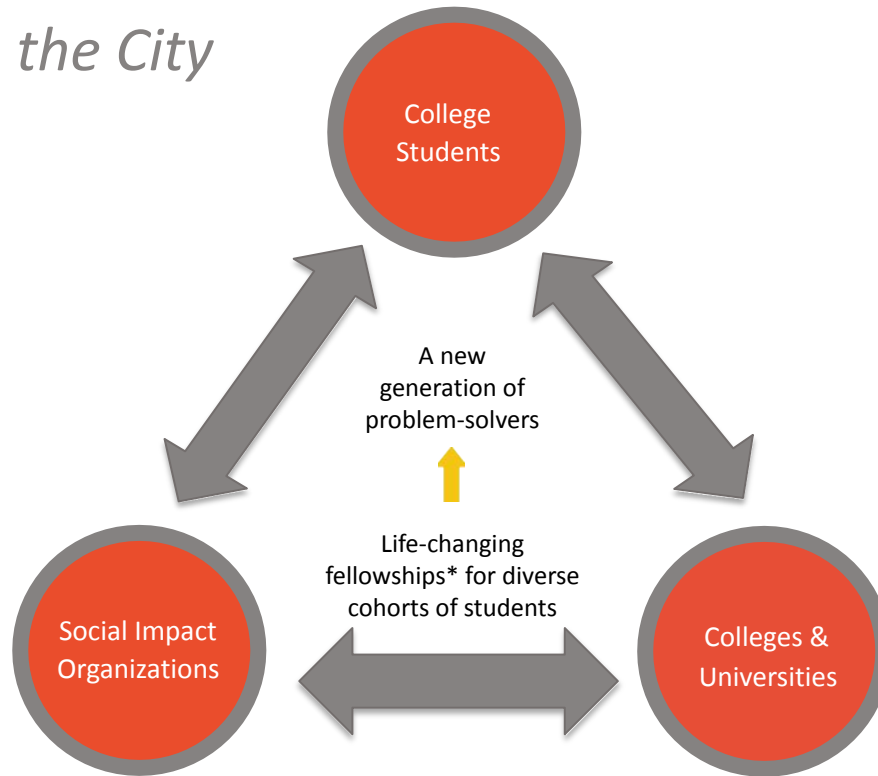
Executive Summary

1. Research by Business Groups and by the American Association of Colleges & Universities (AAC&U) reveals a dramatic gap between the skills employers seek and those possessed by typical recent college graduates
2. High-impact and immersive experiential learning practices – such as Fellowships and well-scaffolded internships – can address this gap, yet most colleges have struggled to develop or scale these programs for their students;
3. College for Social Innovation has developed a best-in-class Service Fellowship model in which students complete a full-semester internship in the social impact sector while receiving intensive mentorship, a \$2,000 AmeriCorps scholarship, and a full semester of college credit
4. Career and skill-building results – demonstrated over seven years with more than 500 students drawn from 16 college partners – are strong.

Program Model

PROGRAM MODEL

Semester in the City



*SITC provides a 15-week, immersive learning experience in Boston and a full semester of academic credit at no extra cost to the student.

In 2023, we are launching a parallel program, Semester for Impact (SFI), that allows students from across the country to complete fully-credited internships and related classes in their home college community

PROGRAM MODEL

Semester in the City

Monday	Tuesday	Wednesday	Thursday	Friday
Internship 9 AM - 5 PM	Internship 9 AM - 5 PM	Internship 9 AM - 3 PM	Internship 9 AM - 5 PM	In Person: Becoming a Problem Solver Course 9 AM - 12:30 PM
		Travel		
Community Life Activities, Homework, etc. 5 PM - EOD	Community Life Activities, Homework, etc. 5 PM - EOD	In Person: Social Innovator's Toolbox Course 4 PM - 7 PM	Community Life Activities, Homework, etc. 5 PM - EOD	Community Life Activities, Homework, etc. 5 PM - EOD

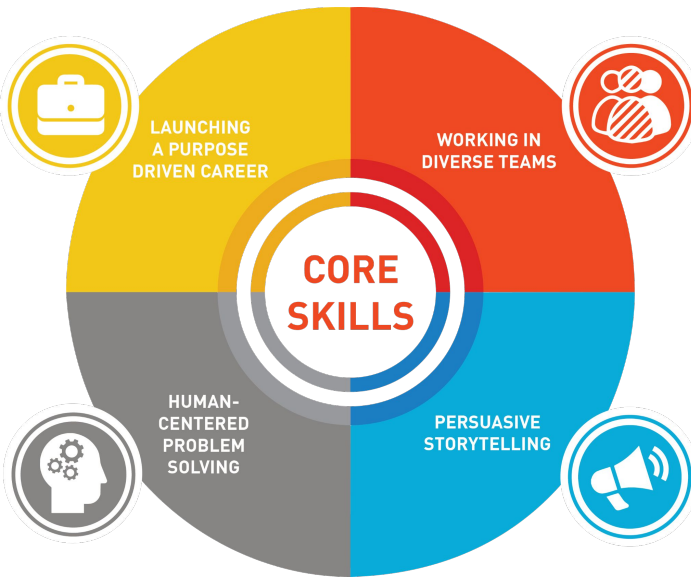
“
**LEARNING IS
REFLECTION
UPON EXPERIENCE.**”

- John Dewey

Workshops and reflection mainly in-person with small group sizes, but includes some weeks with online synchronous or asynchronous content.

PROGRAM MODEL

Core Skills



STUDENTS LEARN:



- Connect Passion & Purpose
- Professional Readiness
- Reflection & Self-Care
- Build Your Brand & Network



- Self-Knowledge & Cultural Competence
- Empathy & Inclusion
- Balance Inquiry & Advocacy
- Collaborate Across Different Work Styles



- Global Solutions Mindset
- Understand Social Systems
- Design Thinking for Social Justice
- Manage and Measure Impact



- Communication for Impact
- Present with Confidence
- Effective Use of Data and Details
- Give and Receive Feedback

PROGRAM MODEL

Where are fellows placed?

We have partnered with:

180 Social Impact
Organizations

16 New Social
Impact Organizations
in Spring 2023 and a
growing list of
platform/systemic
change organizations



- Third Sector New England
- US Green Building Council
- Leading Cities
- Sustainable Business Network
- Uncornered
- Speak for the Trees
- All In Energy
- MIT D Lab
- Schott Foundation for Public Education
- Social Innovation Forum
- Union Capital Boston
- The Ground Truth Project

Student Results

Pre-Post Skills Survey and “First Destination Survey” of CFSI Graduates who have completed college

RESULTS

Rigorous evaluations show strong results

Over the last 7+ years, we've demonstrated substantial impact on our 585 fellows and 180 host organization partners, as measured by a suite of **nine evaluation tools**.

We've identified four key impact areas for our fellows:

Confidence and Purpose

Fellows increase professional confidence, direction, and purpose.

Skills Employers Want

Fellows gain deep professional work experience and in-demand skills, as assessed by their supervisors.

Networks

Fellows build deep and broad networks--100% of alumni report growing their network

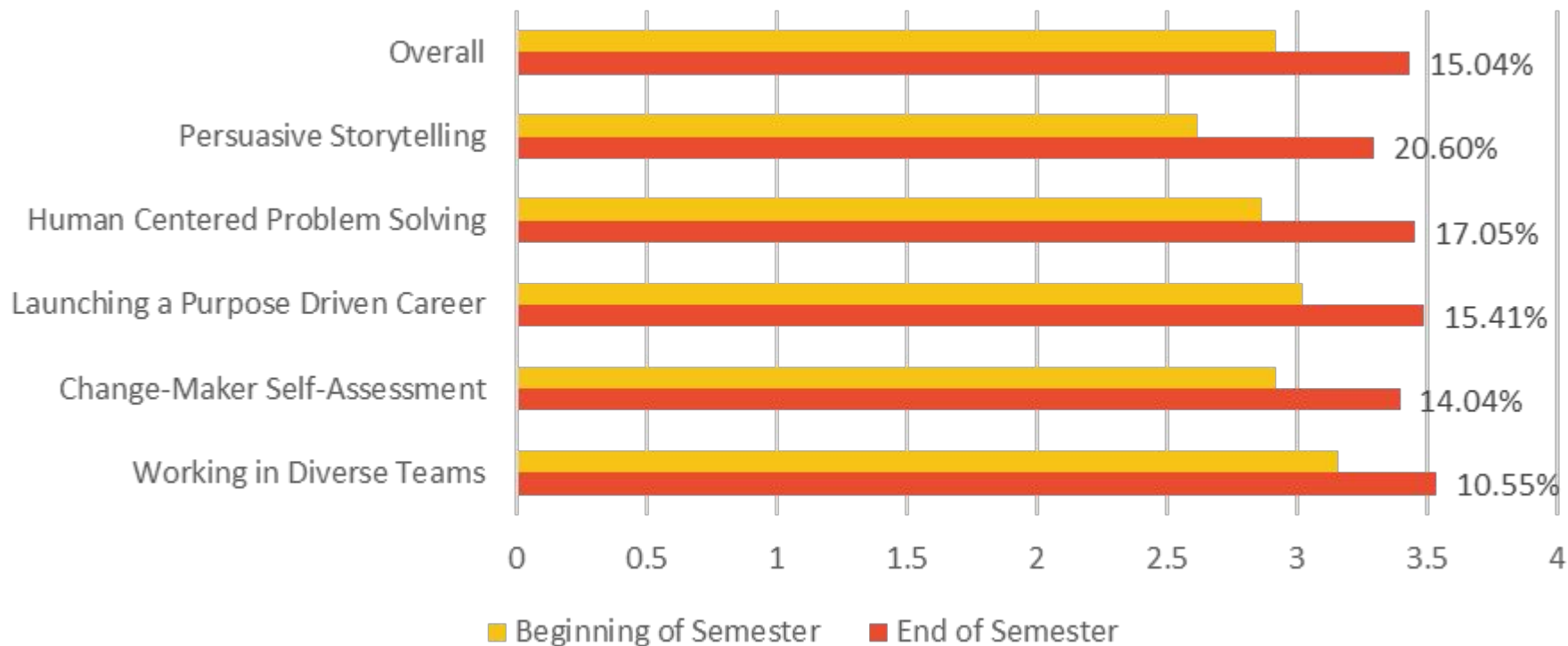
Post-College Job Attainment

Fellows meaningfully outperform their peers in attaining full-time employment after college.

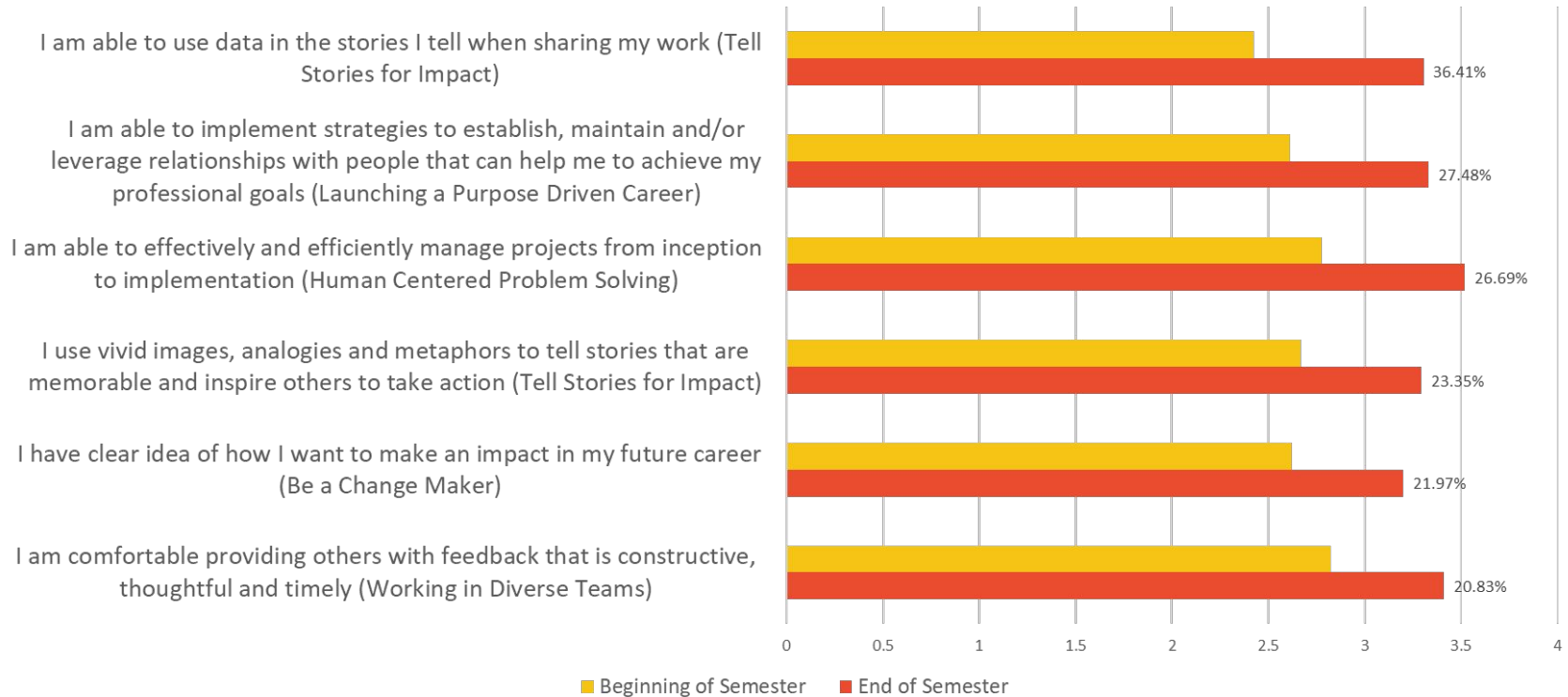
METHODOLOGY

- The following slides summarize results from a pre and post test administered to students over the last two semesters where students were asked to rate themselves on 24 unique competencies. Previous students posted similar results when assessed on 32 similar competencies
- All 24 competencies are broken down into 5 subgroups based on students' abilities to:
 - Launch a Purpose Driven Career
 - Work in Diverse Teams
 - Practice Human Centered Problem Solving
 - Tell Stories for Impact
 - Be a Changemaker
- Each measurement is on a scale from 1-4
 - 4 → "Accomplished"
 - 3 → "Working"
 - 2 → "Developing"
 - 1 → "Emerging"
- Sample Size = 85

Competency Clusters Ordered by % Improvement



Top Skill Gains Span All Competency Clusters

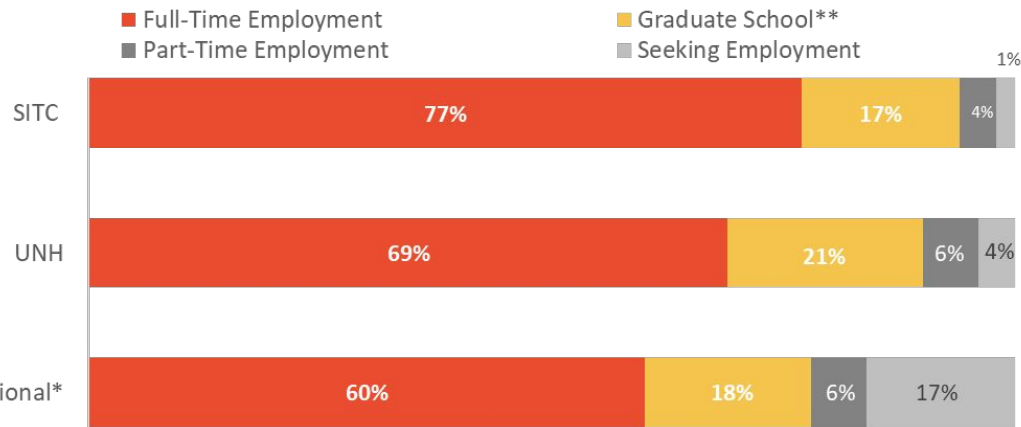


KEY TAKEAWAYS

- Significant growth across 23/24 competencies, similar improvement trends compared to last year
- Highest growth in Persuasive Storytelling & Human Centered Problem Solving from lowest initial ratings
 - “I am able to use data in the stories I tell when sharing my work” (PS) - 36.41%
 - “I am able to effectively and efficiently manage projects from inception to implementation” (HCPS) - 26.69%
- High growth or high final rating, particularly amongst skills employers value most
- Modest growth in Working in Diverse Teams, but final ranking is the highest – could be due to high initial rating

EARLY RESULTS (First Destination Survey)

Semester in the City graduates get jobs



*National Association of Colleges and Employers (NACE) data set includes 550,000 2018 grads from 360 colleges and universities. All three data sets are from the NACE "First Destination" survey format, which examines career outcomes 6 months after college graduation. UNH data from 2018 graduates; SITC data from 83 alums who graduated college in 2017-2019.

** Includes those already enrolled in graduate school or planning to enroll.



"Semester in the City helped me find my voice. When I was applying to jobs, I felt that I was prepared to tell my story and how I was beneficial to the organization."

-Eriberto Mora, Clark



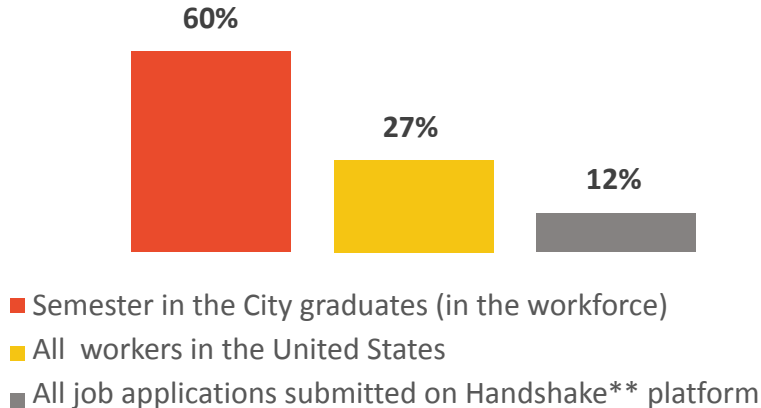
"At a time when my generation feels like the world is falling apart just as we are coming into it, Semester in the City allows us to roll up our sleeves and make a difference in a supportive community."

-Alex Vergara, UNH

EARLY RESULTS (First Destination Survey)

Semester in the City grads enter the social impact sector at high rates

Jobs in the Social Sector*



*"Social sector" includes nonprofits, government agencies, and social mission businesses (26.5% of all US jobs according to Bureau of Labor Statistics data.

**Handshake is the largest career community for students and recent grads, used by 9 million+ students and young alumni.



"Ever since I left SITC, my mind has been constantly thinking of ways I can make the world a better place by doing the things I love."

-Markiesha Duverneau, Clark



"SITC taught me how to communicate well with colleagues and supervisors... SITC boosted my confidence and showed me that anything was possible and opportunities are endless. It taught me that hard work will take me anywhere I envision myself going"

-Maya Birks, UMass Dartmouth

Elli Mouchtaridou

Sustainable Business Network



- ❖ Sustainable Business Network – Local Food Intern
- ❖ Clark University – Economics, minor in Entrepreneurship and Math

When Elli began her college career in the middle of the pandemic, she struggled to find fulfillment socially and started to lose her confidence and enthusiasm. However, after winning Clark’s entrepreneurship competition, Elli experienced a renewed sense of purpose and immediately looked to SITC as an opportunity to get hands on experience and start fresh.

Elli was placed at Sustainable Business Network (SBN), a nonprofit that focuses on developing a network of local, independent, environmentally and socially conscious businesses in order to build a green and fair local economy. As the Local Food Program Intern, Elli assisted with outreach and marketing, focusing specifically on the Local Food Trade Show and the Boston Local Food Festival – two key SBN summer programs.



When presenting at our [Spring 2023 Showcase](#), Elli spoke about how valuable SITC was, dubbing it the **“smartest decision [she] made while in college”**: **“Working at my internship, living in Boston, attending classes, and making new friends helped me grow professionally and personally to become an independent person. But most importantly, it gave me perspective for my future.”**

Maia Medina

Madison Park Development Corporation



- ❖ Madison Park Development Corporation – Community Planning Fellow
- ❖ UMass Amherst – Landscape Architecture

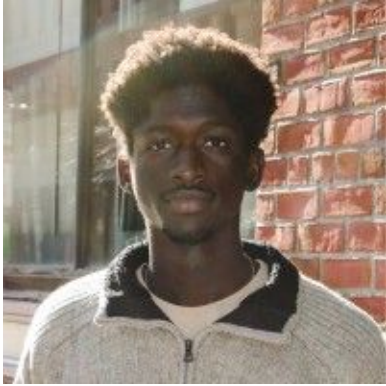
Maia always knew she was drawn to designing outdoor spaces, but it wasn't until she noticed the stark differences between her father's home country of the Dominican Republic, her town of Tewksbury, MA, and where her father worked in Lawrence, MA, that she really connected how the human experience is shaped by the natural environment. Wanting to bridge culture and green spaces, her placement as a community planner at MPDC didn't at first seem exciting to her. However, her special project was to collaborate with the Roxbury community to redesign Malcolm X Boulevard in a way that would address health disparities, identify community needs, and educate community members about nearby roads and parks—a mission she soon realized was just another way to connect people through their environment.

Maia reflected on the power of her internship at our [2023 Spring Showcase](#): “The more I talked with [Roxbury residents] about what they wanted to see in a Boulevard redesign, **I realized how useful my knowledge of landscape architecture could be in creating an environment that residents would enjoy**...I am grateful for the varied communities that have informed my perspective and **strengthened my commitment to designing spaces where humans bring about pro-social change even through the smallest interactions.**”



Mouhamed Faye

New Majority Capital Foundation



- ❖ New Majority Capital Foundation – Social Impact Analyst
- ❖ Wheaton College – Finance

Mouhamed's internship focused on providing education and technical resources to BIPOC and Women Entrepreneurs. NMCF's training is rooted in the "entrepreneurship through acquisition" model and seeks to equip entrepreneurs with the skills and training they need to become successful new small business owners.

Mouhamed's special project was to review NMCF's pending B Corp assessment and develop policies and processes to help ensure readiness for the next review of B Corp status. He worked with organizational stakeholders to develop buy-in on policy development and implementation. Over the course of his internship, **Mouhamed helped New Majority Capital raise its B-impact assessment score from a 90/200 to 120/200 and get the B-corporation certificate**, which will contribute to the organization's social and economic development and improve the worker's professional well-being. He also created from scratch the employee handbook and the Board Code of Ethics for the company.

Hear more about Mouhamed's Internship with NMCF by watching his presentation at our [Spring 2023 Showcase](#).



Maya Birks

Empower Schools



- ❖ Empower Schools – Strategy and Growth Fellow
- ❖ UMass Dartmouth – English

Maya Birks, a 2021 UMASS graduate from Holyoke, participated in SITC her final semester of college and was placed at Empower Schools in Boston. Following her passion for education and social justice, Maya pivoted from nursing to education after her sophomore year at UMass, leaving her feeling like her life plan had been “tossed in the air.” SITC was an opportunity to explore this passion through an immersive experience working on statewide education reform initiatives, including in gateway cities such as New Bedford, Springfield, and her home city of Holyoke. Knowing her school district was under receivership by the state, **Maya gained skills she could use to help her hometown more deeply understand policies and enhance their education system.**

In her [Spring Showcase](#), Maya spoke about learning to trust herself and embrace new beginnings through SITC: **“This newfound confidence paved the way for endless possibilities...because I listened to myself, I had the opportunity to build skills both professionally and personally, all of which I will carry with me in the uncertainty of my next adventure.”**

Maya is now working as a special education teacher at Holyoke High School and serving on a statewide teacher advisory board for education policy. She spoke of the impact of SITC in her alumni survey: **“SITC taught me how to use my network as well as advance it...SITC also provided me with job experience that helped me to increase my starting salary...SITC boosted my confidence and showed me that anything was possible and opportunities are endless. It also taught me that hard work will take me to anywhere I envision myself going.”**



The College to Career Skills Gap

How CFSI Helps Students & Colleges Close the 'Workforce Preparedness' Gap Identified by Employers and Research

Colleges, Students, & Employers Disagree on the Skills Gap

“...the level of intentional collaboration between higher education and employers is downright pathetic at the moment” (“Higher Education's Work Preparation Paradox”, *Gallup*)



96% of Chief Academic Officers think their institutions are very/somewhat effective in preparing their students for the workforce¹



54% of US college students rate themselves as ‘well prepared’ across key workforce skills²

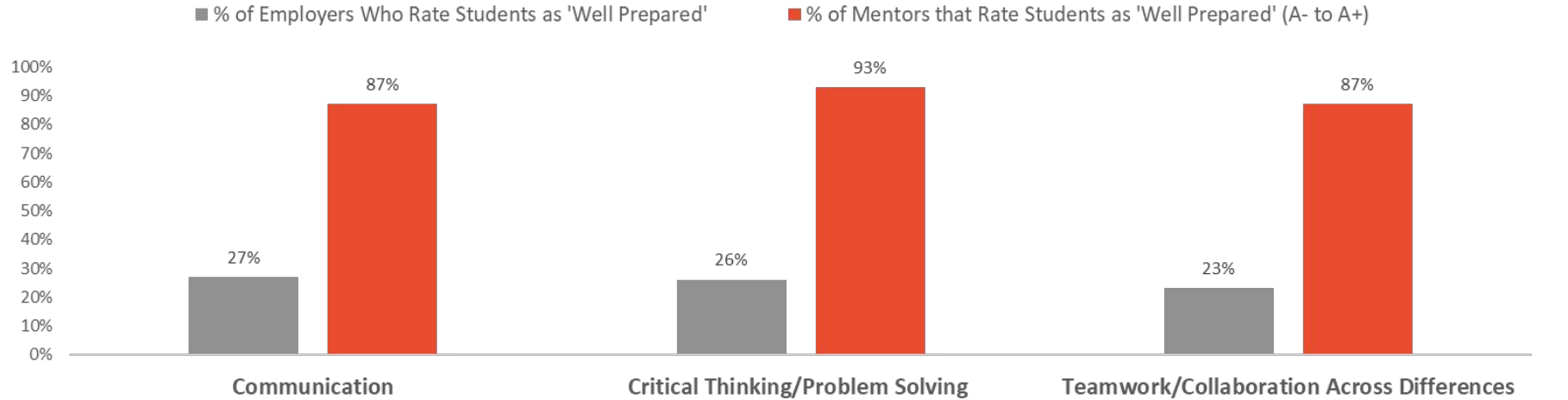


36% of business leaders believe colleges give their graduates adequate training for the workforce³

1. [Gallup-Lumina](#); 2. Based on average of % of students who rate themselves as ‘well prepared’ across 17 key skills in 2015 [AAC&U Study](#); 3. [BCG study](#);

National Employer v. CFSI Mentor Ratings of Key Workforce Skills

Our mentors report most CSFI students develop critical workforce skills



SKILLS WE MEASURE

- Proactively communicate with mentor
- Asked for and/or received feedback openly
- Gave constructive feedback
- Used stories persuasively
- Made an effort to build their network

SKILLS WE MEASURE

- Delivered tasks and projects as promised
- Recognized own strengths and weaknesses
- Managed projects and time
- Managed their own stress, emotions and behavior

SKILLS WE MEASURE

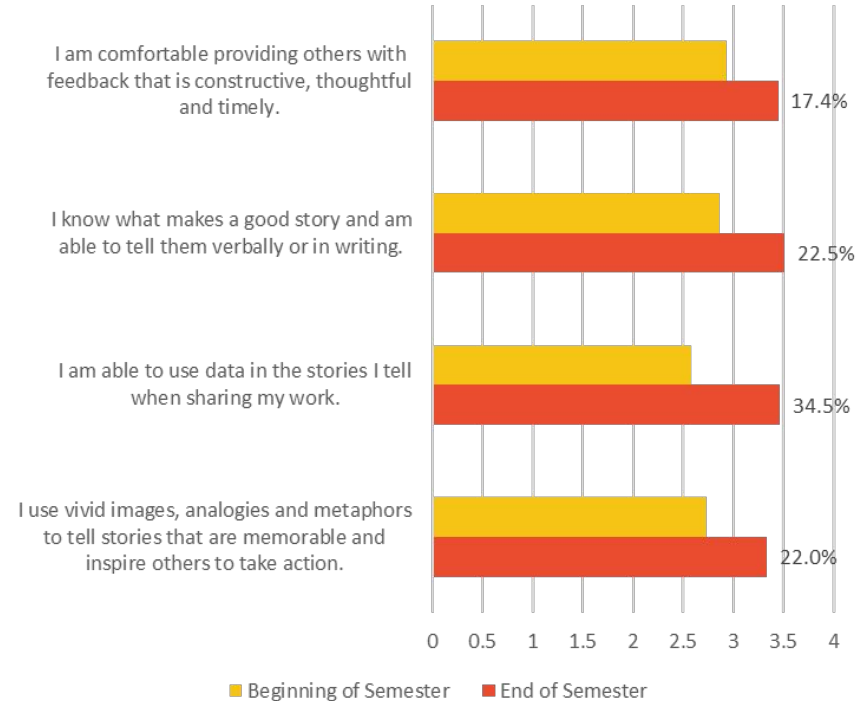
- Positive attitude
- Paid attention to office culture and adjusted
- Flexible in making necessary compromises
- Demonstrated cultural competence

Communication

AAC&U and CFSI Data¹:

- **27%** of employers rate college students as “well prepared” in oral communication (28% for written communication) (AAC&U)
- **63.5%** (avg.) of college students rate themselves as “well prepared” in written/oral communication (AAC&U)
- **83.5%** of CFSI Fellows rate themselves as well prepared or very well prepared² on our oral communication measures by the end of the semester (CFSI)

CFSI Pre/Post Skills Assessment:



1. Our data drawn from 24Q skill assessment survey

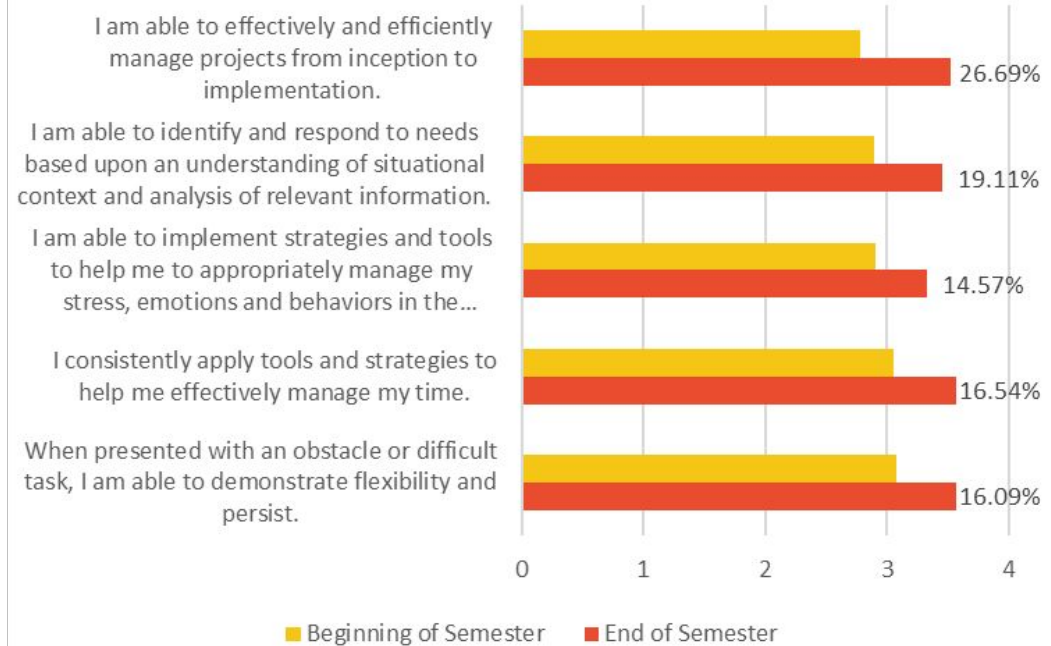
2. Well prepared = 3/4; very well prepared=4/4

Critical Thinking/Problem Solving

AAC&U and CFSI Data¹:

- **26%** of employers rate graduates “well prepared” on critical thinking
- **66%** of college students rate themselves as “well prepared” in critical thinking
- **88%** of CFSI Fellows rate themselves as well prepared or very well prepared² on our critical thinking measures by the end of the semester

CFSI Pre/Post Skills Assessment:



1. Our data drawn from 24Q skill assessment survey

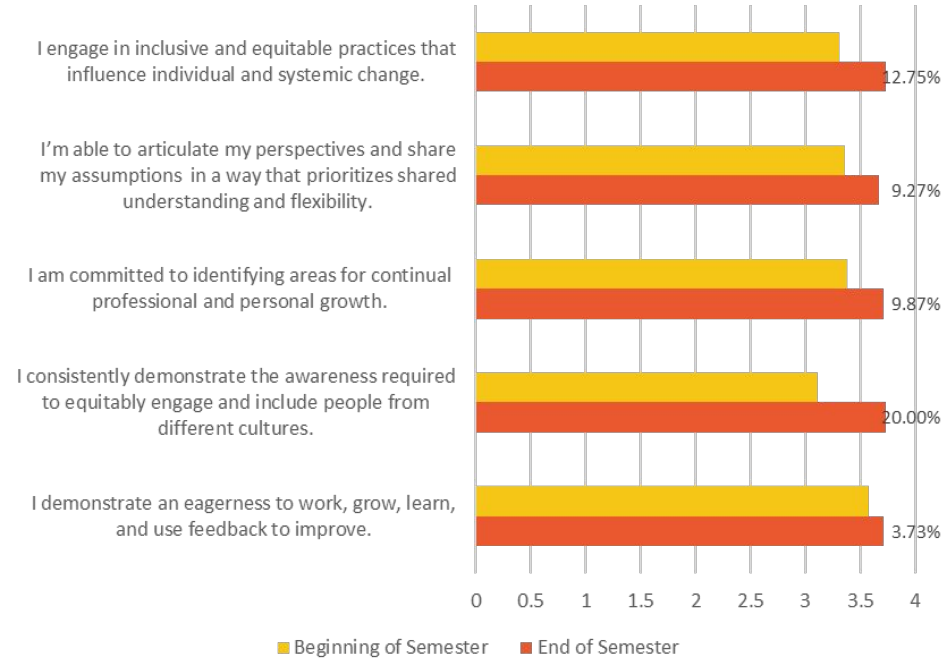
2. Well prepared = 3/4; very well prepared=4/4

Teamwork & Collaboration Across Differences

AAC&U and CFSI Data¹:

- **23%** of employers rate graduates as “well prepared” to work in teams with people of different backgrounds²
- **52%** of college students rate themselves as “well prepared” to work in teams with people of different backgrounds³
- **97%** of CFSI Fellows rate themselves as well prepared or very well prepared⁴ on our measures for ability to work in diverse teams by the end of the semester

CFSI Pre/Post Skills Assessment:



1. Our data drawn from 24Q skill assessment survey

2.,3. Average of 4 AAC&U collaboration/cultural competence workforce skills

4. well prepared = ¾; very well prepared=4/4