Re-Thinking the Co-Curricular Experience

Skill Building Opportunities Outside the Classroom

The Anatomy of a Study

EAB Research Process and Overview

Comprehensive Literature Review
- Scholarly publications and dissertations
- Conference presentations
- News articles
- Social media and blog posts

100+ Interviews
- Vice Presidents of Student Affairs
- Career Center Directors and Advisors
- Directors of Experiential Education
- Directors of Student Activities
- Greek Life Coordinators

Data and Benchmarking Resources
- Integrated Postsecondary Education Data System
- National Association of Colleges and Employers Job Outlook Surveys

The New Freelance Economy

Jobs, Careers, and Work for the Millennial Generation

Entering the Workforce: Then and Now

1990	**2014**
The Era of Big Work	**The Rise of the Free Agent**

1990 — The Era of Big Work

- 9 to 5 typical schedule, 40 hour work week
- Staying at an employer for long periods of time was the norm
- Climbing the corporate ladder on a single career path was the ideal
- Compensation, stability, and employer sponsored benefits were key
- Company loyalty and seniority highly valued
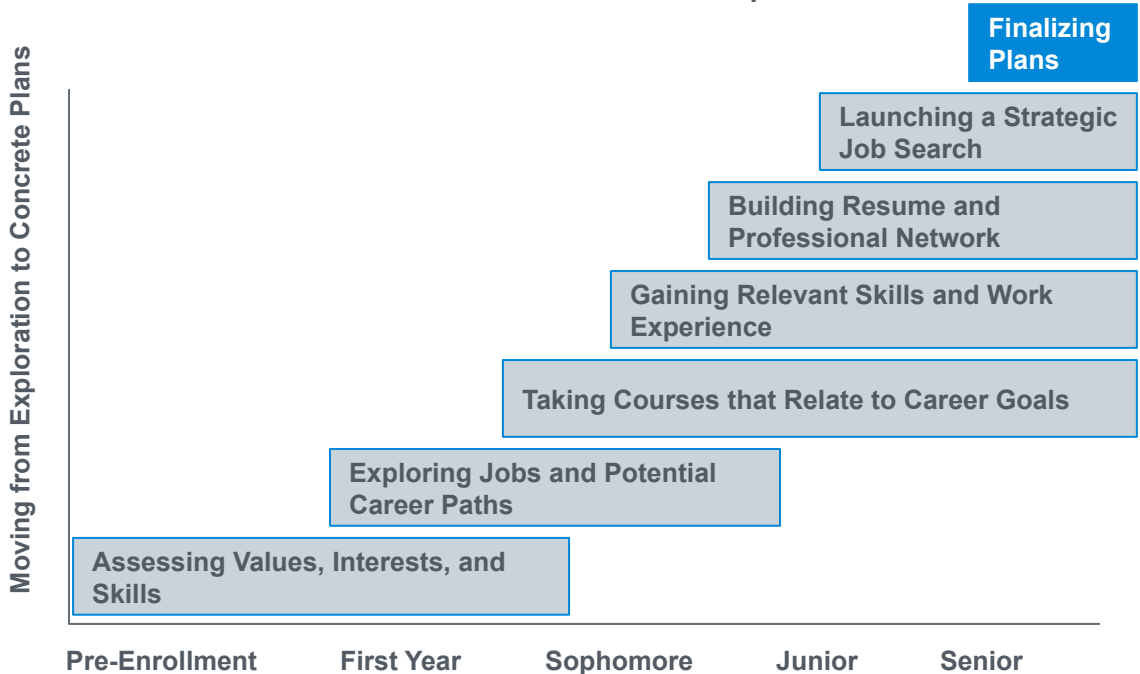
2014 — The Rise of the Free Agent

- Freelance, independent, and temp work on the rise
- Job hopping is the norm, average tenure at one company is 2.6 years
- Emphasis on work-life balance and job fulfillment
- Looking to build and enhance skills
- Will likely have 15-25 jobs across the course of a 50 year career

Source: Meister J, "Job Hopping is the New Normal for Millennials," Forbes, April 14, 2012, http://www.forbes.com/sites/jeannemeister/2012/08/14/job-hopping-is-the-new-normal-for-millennials-three-ways-to-prevent-a-human-resource-nightmare/; Babbit M, "25 Jobs in 50 Years," The Savvy Intern, http://www.youtern.com/thesavvyintern/index.php/2013/10/09/25-jobs-in-the-next-50-years-is-gen-y-really-ready/; EAB interviews and analysis.

Post-Graduation Success Is Everyone's Responsibility

Career Development Is a Campus-Wide Ecosystem (Rather than a Place)

The Ideal Career and Professional Development Timeline

Moving from Exploration to Concrete Plans

Finalizing Plans

Launching a Strategic Job Search

Building Resume and Professional Network

Gaining Relevant Skills and Work Experience

Taking Courses that Relate to Career Goals

Exploring Jobs and Potential Career Paths

Assessing Values, Interests, and Skills

| Pre-Enrollment | First Year | Sophomore | Junior | Senior |

Source: Dey F, Cruzvergara C, "Ten Future Trends in College Career Services," LinkedIn, July 15, 2014, https://www.linkedin.com/today/post/article/20140715120812-11822737-10-future-trends-in-college-career-services: EAB interviews and analysis.
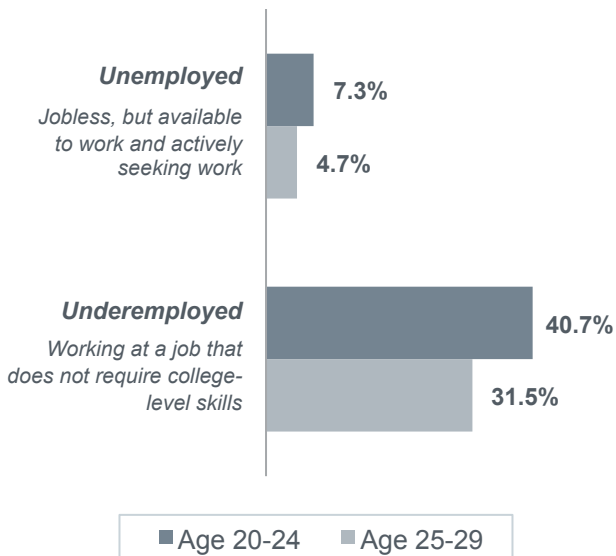
The Effects of Underpreparation

Today's Graduates Face Increased Workforce Competition

Unemployment Masks Larger Problem

Labor Participation by Age Group, 2012

"

Unemployed
Jobless, but available to work and actively seeking work

7.3%

4.7%

Underemployed
Working at a job that does not require college-level skills

40.7%

31.5%

■ Age 20-24   ■ Age 25-29

Increased Competition

"There are only so many entry-level jobs and competition is fiercer than ever. Our students are still graduating at age 22 but they are younger in a sense. Employers want them to be more mature and older, like a 29-year-old in terms of experience. Employers don't want to develop new graduates in training programs; they want people who are ready to work. It is up to us to prepare competitive graduates for the workforce."

Director, Career Services   Private Research University

New "Tough Questions" in Admissions

Prospective Students and Parents Increasingly Focused on Outcomes

Questions for Admissions (2002)		Questions for Admissions (2014)
What is Greek Life like on campus?	→	*How soon should I start doing internships?*
Do many upperclassmen move off campus?	→	*Can I major in history and still get a job?*
How many students study abroad?	→	*When do students start working with career counselors?*
What is the average class size?	→	*How many students have jobs at graduation?*

No Shortage of Interested Parties

Experiential Education the Go-To Response for Outcomes Questions

What is Experiential Education?

Challenge and Experience followed by *Reflection* leading to *Learning and Growth.*

That is experiential education expressed most simply as it is utilized and performed by individuals across disciplines, settings and geographies. AEE members are transforming lives in so many different ways.

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Experiential educators include teachers, camp counselors, corporate team builders, therapists, challenge course practitioners, environmental educators, guides, instructors, coaches, mental health professionals . . . and the list goes on. It is often utilized in many disciplines and settings: Non-formal education, Place-based education, Project-based education, Global education, Environmental education, Student-centered education, Informal education, Active learning, Service learning, Cooperative learning and Expeditionary learning.

The principles[1] of experiential education practice are:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner[2] is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.

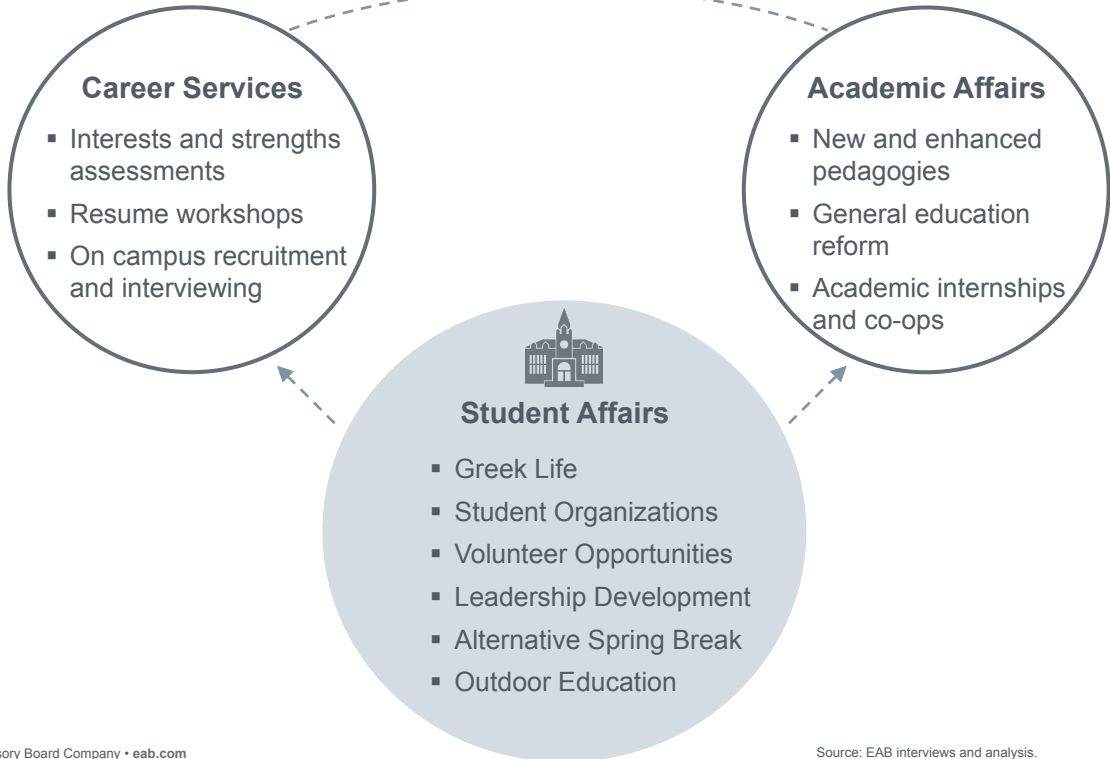**Admissions and Enrollment Services**

A+
Academic Affairs

Board of Trustees

Even If You Don't Own Career Services…

A Unique Opportunity for Student Affairs

Career Services

- Interests and strengths assessments
- Resume workshops
- On campus recruitment and interviewing

Academic Affairs

- New and enhanced pedagogies
- General education reform
- Academic internships and co-ops

Student Affairs

- Greek Life
- Student Organizations
- Volunteer Opportunities
- Leadership Development
- Alternative Spring Break
- Outdoor Education

The Skills Gap: Real or Perceived?

Graduates Must Learn to Better Articulate Skills Gained

Skills Gap Perception Lingers

11% Of business leaders strongly agree that graduates have the necessary skills and competencies to succeed in the workplace

45% Of senior executives in the United States believe that soft skills (e.g., communication, critical thinking, creativity, and collaboration) are where employees are most lacking

Noticing the Skills Gap

"Employers… generally agree that new workplace entrants have an overall deficiency in the soft skills and/or essential skills required to navigate workplace culture and perform successfully."

"Employers also expressed concern about the number of graduates who have no hands-on experience in the workplace."

Talent is Not Enough: Closing the Skills Gap
Centre for Human Capital Policy

Source: "What America Needs to Know About Higher Education Redesign," Gallup and The Lumina Foundation, http://www.gallup.com/strategicconsulting/167552/america-needs-know-higher-education-redesign.aspx: Brooks C, "Redefining the Skills Gap: What Workers Don't Know How To Do," Business News Daily, http://www.businessnewsdaily.com/5208-skills-us-workers-lack.html: Harder et al., "Talent is Not Enough: Closing the Skills Gap," Centre for Human Capital Policy, http://cwf.ca/pdf-docs/publications/CWF%20HC%20Hire%20Talent%20Report%20v8.pdf: EAB interviews and analysis.

Identifying High Demand Skills

Surveys Reveal Top Skills Sought by Employers

NACE

Top Skills U.S. Employers Want

1. **Verbal communication**
2. **Teamwork**
3. **Problem solving**
4. Organization
5. **Critical thinking**
6. **Quantitative analysis**
7. Technical skills
8. Technology skills
9. **Written communication**
10. Ability to sell or influence others

Employability Skills 2000+

Top Canadian Employability Skills

1. **Verbal communication**
2. **Written communication**
3. **Critical thinking**
4. **Quantitative analysis**
5. **Problem solving**
6. **Teamwork**
7. Positive attitude
8. Responsibility
9. Flexibility
10. Continuous learner

Helping Students Develop a Meaningful Career

The Emerging Imperative for Student Affairs Professionals

Reframing Co-Curricular Opportunities	Hardwiring Student Reflection	Articulating Outcomes and Impact

A More Holistic Experience

"Faculty and Student Affairs all need to be more engaged here....We need to look beyond the career center to a more holistic experience...the notion of developing a meaningful career is something students should be engaged in throughout their entire academic experience."

"How do we take the experiences students have outside the classroom in student organizations and leadership experiences [and] translate that to something that has a career focus? How do we get [them to understand] some of the other competencies they need to succeed in the workplace, like intercultural skills? I think Student Affairs cuts across all of that...."

Kevin Kruger, President
Student Affairs Administrators in Higher Education (NASPA)

Reimagining Experiential Learning

A Study Roadmap

I. Helping Student Leaders Translate Their Experiences	II. Recalibrating the Student Employment Experience	III. Hardwiring a Smarter Co-Curricular Experience	Coda: Navigating the Path Ahead
#1 High Impact Program Add-Ons #2 Co-Curricular Capstone Experience	#3 Self-Service Resume Builder Tool #4 Skill-Focused Job Descriptions #5 Online Professional Development Modules #6 Structured Employee Reflections	#7 Skill-Building Branding Campaign #8 Self-Guided Involvement Portals #9 Student Engagement Coaches	Approach #1: Document Student Learning Approach #2: Develop Robust "Out of the Classroom" Curricula Approach #3: Implement Institution-Wide Requirements

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Tackling Low Hanging Fruit

A Definition of a Student Leader

Student Leader

Holds a leadership
position on campus…

…either paid
or unpaid…

…that carries
significant influence
and responsibility.
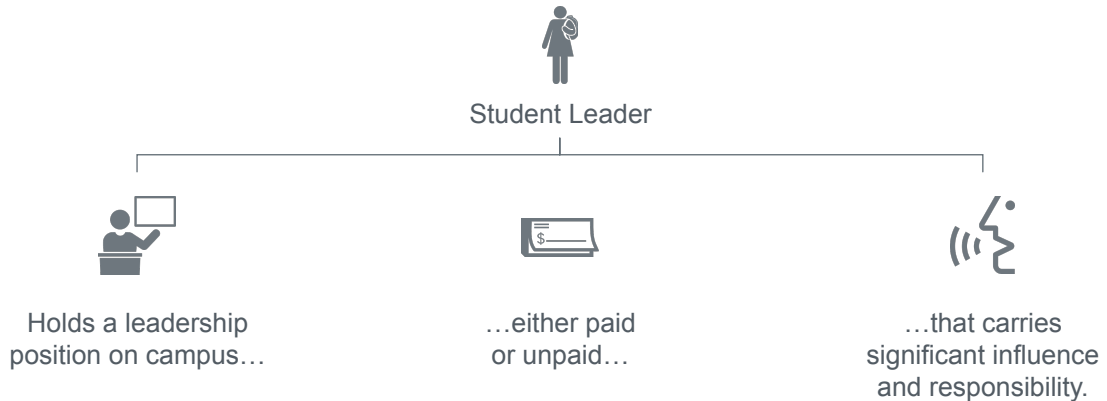
Student Leaders Across Campus

| Student Government Officers | Resident Assistants | Student Organization Leaders | Peer Mentors | Greek Officers | Student Newspaper Editors |

Transitioning Away from a List of Things…

Student Leaders Need Help Connecting the Dots

A Missed Opportunity

"We find that students are really engaged and active on campus, involved with all kinds of experiential learning activities–internships, study abroad, student clubs and organizations. But when they come to us for help with their resume and to prepare for the workforce, those things do not come to the surface. They go from activity to activity but are not understanding what they are getting out of it, and how it connects with life after college."

Director, Career Success Center
Private Research University

A Familiar Pattern

3-year RA uncertain how to talk about her work with prospective employers

Highly involved student government leader struggles to articulate skills developed leading committee meetings

Alternative Spring Break leader unsure whether to list co-curricular involvement on graduate school application

Finding Time for Reflection

Packed Schedules Keep Student Leaders Busy

> **Lost in Translation**
>
> "Employers say they want these skills, and our student leaders have them, but they struggle to articulate them in their conversations with recruiters, and in their everyday lives."
>
> *Executive Director*
> *Office of Student Activities*
> *Private Research University*

Typical Student Leader Schedule	
10:00-12:00	Class
12:00-13:00	Group Meeting
13:00-14:00	Class
14:00-16:00	Shift in Writing Center
16:00-18:00	Student Government Meeting
18:00-20:00	LSAT Prep Course
20:00→	Study for Midterms

Meeting Student Leaders Where They Are

Salisbury University's Flyers Help Students Market Skills and Experiences
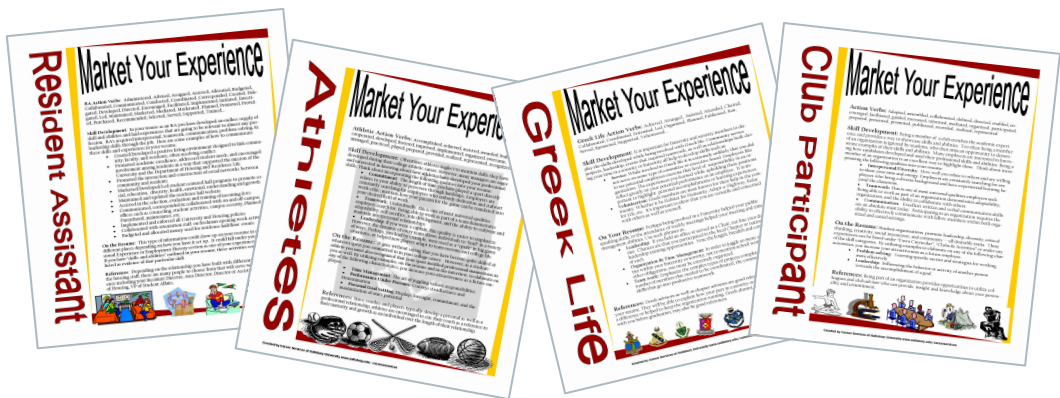
Key Elements

Available online and in print at the Career Center

Raise awareness in student leaders of skills they have already developed

Provide guidance in articulating skills and experiences on resumes

Targeted Materials to Encourage Reflection

Salisbury Has Resources for an Array of Co-Curricular Experiences

Offering Targeted Support

How to Market RA Experience

How to Market Athletic Experience

How to Market Club & Organizational Experience

How to Market Greek Life Experience

How to Market Study Abroad Experience

How to Market Military Experience

Marketing Your Club and Organizational Experience on Your Resume

Too often being a member of an organization is ignored [undervalued] by students, who then miss an opportunity to demonstrate examples of their skills and abilities. Many employers are interested in knowing how candidates developed and used their professional skills and abilities. Being a member of an organization is an excellent way to highlight these. Think about incorporating the following qualities into your resume:

- **Interpersonal/Diversity**: How well you relate to others and are willing to share your time and energy. Employers are constantly searching for employees who bring a diverse background and have experiential learning beyond the classroom.

Increasing Student Leaders' Job Search IQ

University of St. Francis's Mock Hiring Groups

Mock Hiring Group Exercise

You are hired to recruit candidates for two companies: Caterpillar, Inc. and The Condon Group LTD. You have two open positions and six candidates. Who would you choose and why?

Supporting Materials

- *Two job descriptions*
- *Six resumes*
- *Sample hiring rubric*

Student leaders divided into small groups and provided with blinded resumes and job descriptions

Groups develop their own hiring rubrics based on the job descriptions

Each small group ranks their top candidates and then presents their selections to rest of the group

Students work with peers to critique and improve their own resumes using knowledge gained from the exercise

Making It Real

Hiring Groups Help Student Leaders Identify and Inventory Key Skills

Key Elements of the Program's Success

A New Perspective

Exercise helps student leaders appreciate the importance of highlighting high demand skills

Targeting Low Hanging Fruit

Student leaders learn how to translate and more effectively articulate their skills

Immediate Application

Students enjoy hands-on learning, updating their resumes during the session

"

Recognizing Marketable Experiences

"The students were really impressed…One of the things that employers are looking for on resumes is leadership skills, and the general feedback from students (after the exercise) is, 'Gosh, I *do* have a lot of leadership skills.' I think that sometimes students might not realize the value of their activities *until* they do an exercise like this."

Kelly Lapetino, Former Director, Career Success Center
University of St. Francis

Preparing Student Leaders for Life After College

UNC Wilmington's Senior Transition Workshop Series

"Seahawks Taking Flight" Co-Curricular Capstone Program

Session 1	Session 2	Session 3	Session 4
Identifying Meaningful Skills and Experiences	*Financial Planning*	*Career Sessions*	*Life After Commencement*
▪ Leading students in an exercise to inventory noteworthy college accomplishments ▪ Practicing their 30-second elevator pitch	▪ Learning to navigate insurance and benefits upon hiring ▪ Creating a budget and managing expenses on your first salary	▪ Articulating high demand skills in resumes, cover letters, and networking ▪ Preparing to be a successful graduate student or professional	▪ Discussing issues students may face as they transition out of college ▪ Preparing students to become members of the alumni community and laying ground for future engagement

Source: EAB interviews and analysis.

A Capstone to Their Co-Curricular Experience

Program Helps Student Leaders Reflect on Their Experience

Logistics

- Committee of senior staff created curriculum based on knowledge of student needs and modifications are made based on student feedback

- Vice Chancellor sends personalized email inviting nominated students to attend

- Four groups meet once per week on different weekday evenings

- Staff throughout the division rotate facilitating the sessions

- Students who complete the program are invited to a celebratory reception to network with local alumni

A Session in Brief
Agenda – Week One

Topic: Identifying Meaningful Skills and Experiences

1 Pair and Share Exercise

2 Small Group Leadership Discussions

3 Skills Inventory Worksheet Exercise

4 Group Debrief and Reflection

"Articulating the Wilmington Experience"

Student Leader Feedback Highlights Program's Impact

Before this program I didn't realize what I did learn. This helped me process my time here and even increased my gratitude for everything they have taught me.

I found that the most helpful aspect of these workshops was the discussions with other students about reflections from time here at the university.

I feel as though these workshops really helped me to understand what I can contribute to a job or whatever is next.

These workshops helped me articulate my goals, skills, and the UNCW experience.

Strong Participation

60-80 Students participate in the program each year

90%+ Of participants persist across all sessions

Guiding Student Leaders to the Next Level

EAB Next Step Recommendations

Quick Wins	Long-Term Strategies
Provide just in time resources to support the job search	*Develop tailored development and reflection opportunities*
▪ High impact resume exercises ▪ Co-Curricular capstone experiences	▪ Role-specific development workshops ▪ Career development "one-on-one" sessions

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Seizing a Valuable Opportunity

Student Employment Provides a Ripe Opportunity for Skill Development

Access point to large pool of students

Professional environment

Pre-existing opportunities for skill development

> **Developing Desired Skills On Campus**
>
> "When employers recruit new college grads, they are not only looking for a major, but they are looking for a skillset. Any on-campus job can provide students with the opportunity to learn professional skills such as communication (verbal and written), teamwork, time management, and customer service" while also providing opportunities to build a professional network."
>
> *Debbie Kaylor, Director, Career Center*
> *Boise State University*

Unlocking the Potential of Student Employment

Lack of Recognition of the Value of Working On Campus

$

Students get jobs on campus because…

- They need to make money
- It is a financial aid supplement
- They can secure a class-friendly schedule
- Supervisors are sympathetic to student pressures

?

…But overlook high-impact benefits, such as:

- Experience in a professional environment
- The development of technical skills
- The application of academic learning
- The opportunity to develop high demand employer skills

"

Lack of Value Recognition

"We believe learning is happening in the on-campus work environment, but the students don't recognize it and supervisors don't know how to reinforce it. We need to teach supervisors how to help students articulate the value of their employment and learned skills."

Associate Director, Student Union
Public Research University

Articulating the Value of On Campus Employment

University of North Carolina-Chapel Hill's Self-Service Resume Builder

UNC
STUDENT AFFAIRS

University Career Services

RESUME BUILDER:
BULLET POINT EXAMPLES FOR COMMUNICATING
COMMON PART-TIME JOBS

Many students have a difficult time talking about the skills they developed during various part-time jobs and even consider not including these experiences on their resume. Although some part-time experiences seem irrelevant, it is important to remember the underlying skills, or transferrable skills, that are useful and relevant for any career. Some examples include communication skills, teamwork skills, problem-solving skills, organization skills, leadership skills, learning skills, etc. Here are some examples of how others have communicated on their resume, the skills obtained in some of the most common part-time jobs.

OFFICE/ADMINISTRATIVE JOB
- Plan and schedule meetings and events for 10 person staff utilizing Microsoft Outlook.
- Provide exceptional customer service and ensured clients' needs were met during office visits.
- Manage 3 line telephone system, responding to various internal and external inquiries, routing to appropriate employee when appropriate.
- Organize and accurately maintain filing system of confidential information.
- Develop and manage a client contact database resulting in a 58% increase in communication.
- Coordinate activities with other employees to ensure timely completion of projects and tasks.
- Provide efficient and professional administrative support to the VP of Finance with a demonstrated ability to improvise, improve procedures, and meet demanding deadlines.
- Write and send professional weekly office debriefs to department head.
- Utilize communication and problem solving skills by listening attentively to customer complaints and reviewing possible solutions to ensure satisfaction.
- Communicate regularly with office staff to ensure supply needs are met and orders are placed in a timely fashion.
- Translate for Spanish speaking clients in meetings and through email.
- Process and record product shipments following inventory control processes.
- Orchestrate special events and meeting reservations.

Key Components

- Covers an extensive list of positions
- Easily accessible online
- Shared with students during career appointments and workshops
- Low cost tool, developed in-house by a career services staff member
- Provides explicit guidance on articulating skills to potential future employers

Reframing the Student Employment Experience

Ryerson Rewrites Job Descriptions to Focus on Skills and Outcomes

1 Established division-wide learning domains for student employees

2 Initiated small pilot program across three offices on campus

3 Supervisors submit their job descriptions to a designated career services staff person

6 2014-15: Division-wide mapping of 300 student job descriptions

5 Supervisors make any necessary adjustments to the job's duties and description

4 Job duties are reviewed to ensure that all nine skills are represented

Transitioning to a Learning Framework

Intentional Language Reinforces Employment as a Development Opportunity

Key Components

- Job responsibilities
- Learning outcomes
- Essential skills required
- Option for performance-based format
- Learning outcomes mapped to essential skills

The position will help develop the following Essential Skills:

Learning Outcomes	Requiring the use of the following Essential Skills								
	Reading Text	Writing	Document Use	Numeracy	Computer Use	Thinking	Oral Communication	Working with Others	Continuous Learning
Communicate clearly and effectively with a variety of audiences	√	√			√	√	√	√	√
Identify key issues when making a decision or solving a problem	√	√	√	√	√	√	√	√	√
Plan and organize job tasks to ensure efficient and timely results	√	√	√	√	√	√	√	√	√
Work both independently and cooperatively with others						√		√	
Design static and animated graphics and interactive interfaces/applications using desktop publishing	√	√	√	√	√	√	√	√	√
Design and maintain websites, ensure web usability, author support and training materials	√	√	√	√	√	√	√	√	√
Produce digital audio/video	√		√	√	√	√		√	

Marked Improvement in Student Engagement

Learning Focused Job Responsibilities Enhance Student Commitment

Promising Initial Results

- Improved punctuality
- Greater productivity
- Better quality work
- Finishing term of employment
- Students are able to articulate the value of their positions

Next Steps

- Map all division job descriptions to learning domains
- Train supervisors to integrate learning outcomes
- Implement pre- and post-surveys to track student learning

Setting the Tone for Learning and Development

"This whole system is designed to help students understand that their on-campus job - even with occasional mundanity - is actually directly related to their employability after graduation. The learning domains, and this exercise, help student practice to articulate their skills to prospective employers."

John Austin, Executive Director of Student Affairs
Ryerson University

Providing Targeted Training and Development

Willamette University's Online Modules for Student Employees

Notable Features

- Employer-sourced content
- Interactive brainstorming exercises
- Embedded reflection activities
- Prompts for supervisor debriefs
- Additional resources
- Available online for public use

The Passport to Professionalism

Module

1. communicating face-to-face
2. written communication
3. professional etiquette
4. your customer
5. phones
6. teamwork
7. ethical behavior
8. taking initiative
9. professional culture
10. your internship career reflections

Source: Image retrieved from: http://willamette.edu/dept/careers/students/passport/index.html; EAB interviews and analysis.

Embedding Structured Reflection in Campus Jobs

University of Iowa Uses Supervisors to Prompt Student Development

Spring 2009
Survey revealed that students were not engaged with on campus work

Summer 2009
Staff developed and piloted high-impact student-supervisor interactions

Fall 2012
IOWA GROW is expanded to the entire Division of Student Life

IOWA GROW Structured Conversations Based on Four Key Questions

1 How is this job fitting in with your academics?

2 What are you learning here that's helping you in school?

3 What are you learning in class that you can apply here at work?

4 Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession?

Supervisor Led Reflections

Brief Structured Conversations Guide Student Growth

Logistics

- Minimum of two reflective GROW conversations per semester

- Conversations happen midway through and near the end of the semester

- Embedded into supervisor job descriptions, introduced at department orientations

Question 4:
Can you give me examples of things you are learning here at work that you will use in your chosen profession?

1:18 / 6:02

Models student-supervisor conversations

Helps supervisors troubleshoot difficult conversations

Reinforces the four core questions

"

Streamlining Supervision

"IOWA GROW helped me formalize and prioritize what was already happening: hands-on learning. This is a tremendous program that we can all benefit from, and helps to encapsulate what we're already doing: preparing students for the post-graduation world."

IOWA GROW Supervisor
University of Iowa

Providing Next Level Support

Scaling Up Linkages Between Student Employment, Academics, and Goals

Deepening the Conversation

Supervisor survey revealed that additional structure was needed to engage returning student employees

Additional questions are provided online for supervisors to use with students in their junior and senior years

Sample Additional Questions

- What have you learned about communicating effectively with your supervisor that also is effective with faculty?

- What types of problems have you solved at work and how will you use that in your courses?

- Are there aspects of this job that have helped you discover things you might want (or not want) in a career?

- What is one thing you've learned here about workplace culture and expectations that you think will help you in a full-time position?

Promising Participation and Reported Learning

GROW Employees Experience Significantly More Meaningful Work

2013-14 Participation

1,925

Student participants across the Division of Student Life

300

Supervisor participants across the Division of Student Life

Small Commitment, Large Impact

68% Percent of IOWA GROW participants who agree/strongly agree that their job has helped prepare them for the world of full-time employment[1]

75% Percent of IOWA GROW participants who agree/strongly agree that their supervisor helped them make connections between work and life as a student[2]

75% Percent of IOWA GROW participants who agree/strongly agree that their job has helped use critical thinking skills to form opinions and solve problems[3]

1) Compared to only 36% of non-GROW participants.
2) Compared to only 36% of non-GROW participants.
3) Compared to only 50% of non-GROW participants.

Source: Division of Student Life 2014 Student Employment Survey Summary, University of Iowa; EAB interviews and analysis.

Recalibrating the Student Employment Experience

EAB Next Step Recommendations

Quick Wins

Frame student employment as a skill-building opportunity

- Self-service resume builder tools
- Frontloaded career training

Long-Term Strategies

Develop opportunities for professional reflection and growth

- Online professional development modules
- Structured employee reflections

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A Plethora of Occasions for Skill Development

Significant Learning Already Happening Within Student Affairs

Division of Student Affairs

Greek Life	**Student Organizations**	**Student Employment**	**Volunteer Experience**	**Student Government**
Skill Opportunities	**Skill Opportunities**	**Skill Opportunities**	**Skill Opportunities**	**Skill Opportunities**
▪ Leadership ▪ Conflict resolution	▪ Teamwork ▪ Communication	▪ Problem solving ▪ Time management	▪ Taking initiative ▪ Project management	▪ Collaboration ▪ Critical thinking

Source: EAB interviews and analysis.

Missed Opportunities for Experiential Learning

Students Fail to Recognize Value of Co-Curricular Involvement

Students Get Involved Because of…

Peer Influence

Identity Group Affiliations

Personal Interest

…With Little Consideration for

Skill Development

Professional Goals

Learning Outcomes

Shifting the Focus of Co-Curricular Involvement

"We know that our students are learning through their co-curricular activities, but they do not recognize that they're learning skills that are relevant to their future goals. We need to help students realize that their involvement can help them build skills that they can later leverage when they leave the university and are networking and interviewing in a professional setting."

Advisor, Greek Life
Public Research University

Source: EAB interviews and analysis.

Changing Perceptions

Rebranding Campus Involvement

| Changing Perceptions | Enabling Self-Service | Providing Direct Guidance |
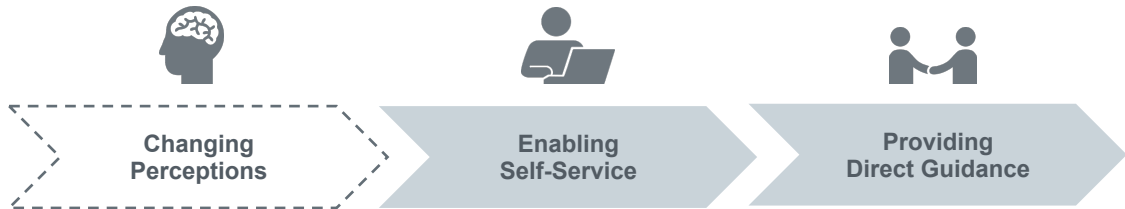
Marketing Skill Building Opportunities

UNC Wilmington's "Skill Seeker" Initiative

Career Center committee asks employers to identify core skills they seek in new employees

Faculty and staff are asked to identify specific opportunities within their units that align to the skills

Students are introduced to "Skill Seeker" initiative through multiple touch points

Committee identifies seven top skills based on employer feedback and national survey data

"Skill Seeker" branding and marketing is developed in 2011

Recognizing Learning

"Students don't know how to articulate skills that they learned throughout their college experience. So *Skill Seeker* is very much about self-awareness and self-efficacy, and getting students to be able to say in a succinct fashion, 'This is what I gained while I was in college.'"

Andy Mauk, Director of Student Affairs Assessment, Research & Planning
University of North Carolina Wilmington

Source: EAB interviews and analysis.

"Become a Skill Seeker"

UNC Wilmington's Initiative Re-Brands Existing Programming
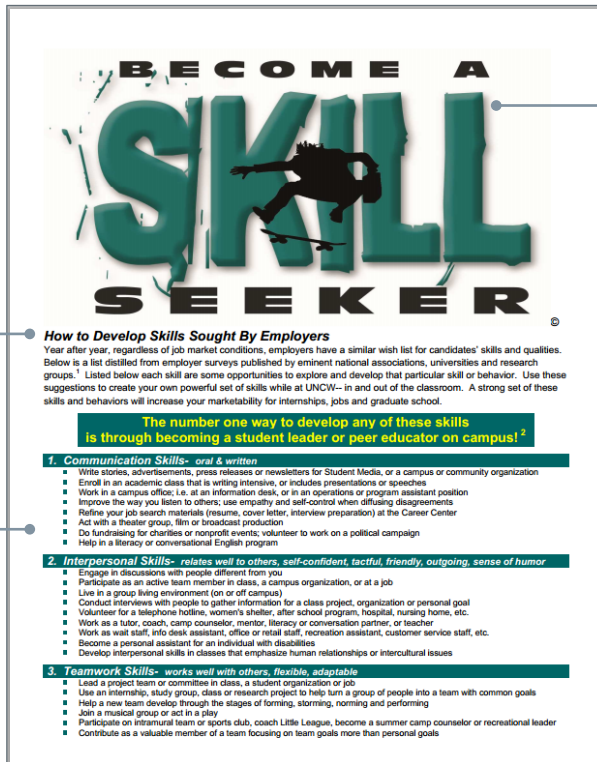
Consistent Branding

Logo serves as a common thread throughout campus programming

Skill-Focused

Flyer introduces seven top skills sought by employers

Integrated Perspective

Both academic and non-academic activities map to each skill

Teamwork Skills - works well with others, flexible, adaptable:

- Lead a project team or committee in class, a student organization, or job

- Join a musical or act in a play

- Participate on intramural team or sports club

Source: Image retrieved from: http://uncw.edu/career/skillseeker.html; EAB interviews and analysis.

Consistent, Far-Reaching Messaging

"Skill Seeker" Concept Reinforced at Multiple Touch Points

First Year Orientation	First Year Seminar	Campus Activities	Student Trainings

Goal Setting

- *Skill Seeker* initiative introduced through flyer and discussion
- Students set three goals for their first semester on a notecard

Follow Up

- Career Center leads a session halfway through first semester
- Goals returned to students to assess their progress

Awareness Building

- Campus activities office has prominent *Skill Seeker* display
- Skills list used in presentations to student organizations

Skill Development

- Student staff trainings explain how positions develop different skills
- Emphasis on translating experiences to potential employers

Reconceptualizing Involvement on Your Campus

A Light Lift to Integrate the Flyer into Existing Programming

Key Benefits

1 Low cost; printing flyers the only concrete expense

2 Requires minimal staff time to develop skill list with corresponding activities

3 Easy add-on to programming throughout the division

4 Highlights pre-existing opportunities

"

Constant Message Reinforcement

"*Skill Seeker* is the marketing thread that runs through it…this is exactly what campuses are already doing. It's a new way to conceptualize and package it; and students can grab hold of it. We make sure to overlay the concept in almost all of our programs. Students are regularly told, 'These are the skills you are learning,' with specific reference to *Skill Seeker.*"

Andy Mauk
Director of Student Affairs Assessment,
Research & Planning
University of North Carolina Wilmington

Enabling Self-Service

Providing Students with the Tools to Make Informed Decisions

| Changing Perceptions | Enabling Self-Service | Providing Direct Guidance |

Expanding the Major Map

Queen's University Creates Double-Sided Maps with Focus on Skills

Emphasizing High Demand Skills

New and Improved Maps Emphasize the Value of Experiential Learning

Getting what you need to succeed in the workplace

WHAT DO EMPLOYERS WANT?

In a recent survey from the Canadian Council of Chief Executives the top 6 skills sought by employers were:

1 People skills
2 Communication skills
3 Problem-solving skills
4 Analytical abilities
5 Leadership skills
6 Industry-specific knowledge

HOW DO I GET THE SKILLS I NEED?

It is important to develop a balanced skill set – many of which you will develop during your studies. To stand out from the crowd, take advantage of experiential learning through the multitude of clubs and activities in and around Queen's. Check out ideas in the Get Relevant Experience section of this map.

WHAT CAN I LEARN STUDYING DRAMA AT QUEEN'S?

• Technical production and design skills
• Oral and written communication
• Resource and time management - manage multiple long-term projects
• Real world problem solving – focus on effective processes
• Critical thinking – comprehensive analysis of issues and ideas before coming to conclusions
• Creative thinking – connect, synthesize, and transform material to generate new forms and solutions
• Intercultural knowledge and competence – adapt empathetically to unfamiliar ways of being
• Civic engagement – use theatre to make a positive difference in local communities
• Integrative learning – combine practical and theoretical knowledge and experiences

WHAT MAKES ME SPECIAL?

No one will get exactly the same experience as you. Take the time to think about what skills you have developed to be able to best explain them with compelling examples in future applications to employers and further education. For help with this, check out the Career Services "skills workshop.

Summary of skills that employers want

Emphasis on skill-building potential of clubs and activities

List of skills gained in the specific major

Source: EAB interviews and analysis.

Searchable Online Involvement Directory

Queen's University Provides More Information in Selecting Opportunities

Co-curricular Opportunity Directory

There are over **279** activities to search from.

SEARCH BY LEARNING OUTCOMES

Ideally, student involvement contributes to a lot of learning. Search here to find activities that are designed to encourage learning in these specific areas. Select one or more Learning Outcomes from the list below.

- Collaboration and teamwork
- Confidence, self-esteem and autonomy
- Creativity and innovation
- Effective Communication
- Ethics and integrity
- Global perspective
- Health and wellness awareness
- Intercultural competence
- Leadership
- Problem solving and critical thinking
- Professionalism and time management
- Self-awareness
- Social and civic responsibility
- Spiritual awareness
- Technological proficiency

Search

Directory Searchable by…

- Learning Outcomes
- Category
- Keyword
- Time Commitment
- Activity or Position

Steady Stream of Students

100-200 Average number of visits per month

Realizing the Benefits of a Self-Service Directory

Online Tool Serves Students While Saving Staff Time

Benefits to Student

- Self-service tool is student-friendly, providing guidance without requiring an in-person appointment

- Search feature primes students to reflect on skills they want to develop and make decisions accordingly

- Highlights the skill-specific value of each opportunity

Benefits to Institution

- Directory is populated by hosting organizations without overburdening Student Affairs staff

- Existing career services software platform hosts the database at minimal additional cost

- Scalable way to highlight the value of campus opportunities

Providing Direct Guidance

Reaching Lesser Engaged Students

Changing Perceptions → Enabling Self-Service → Providing Direct Guidance

Personalized Student Involvement Coaches

Stephen F. Austin State University Uses Peer Advisors to Engage Students

Program initially designed to find introverted students who struggle to attend involvement fairs

Space in student union becomes available, allowing for the creation of an "Involvement Center"

Peer Involvement Advising program is piloted in 2009

Participation expands as program becomes required by 20 sections of first year seminar courses

Topics Covered

What do you hope to learn?

What are your other time commitments?

Do you feel comfortable sharing your opinions?

Where do you see yourself in five years?

How Big Is Your Appetite?

Student Involvement Menu Guides Advising Sessions

Appetizers
If you enjoy something sweet and special every now an then, this is for you!
No long-term commitment required.

Fitness class at Campus Recreation Center
Schedules available online or at the Rec Center. Check in at desk

Student Activities Association Event
Over 200 events a year provided. Schedule available online sfasu.edu/saa

Volunteer/Service Project
Big Event, MLK Day of Service, Service/Volunteer Fairs

Fine Arts Event
Art Exhibits, Orchestra, Opera, Plays and many other events. Information online.

SAA Cinema
Thursdays, Fridays & Sundays at 7pm and 9:30 pm. Located 2nd floor BPSC.

Main Course
If you want to find a home away from home and a group of friends that share your interests,
then this is for you! Minimum committment required.

Greek Life
SFA Panhellenic, National Pan Hellenic, Multicultural Greek, Interfraternity Councils

Student Employment
Complete applications on sfasu.edu

Intramural Sports *participation as a team*
Free agent program available for independents not assigned a team as of yet.

Special Interest Organization
Organizations that purpose is related to a specific social or advocate interest

Service Organization
Organizations whose missions are to provide service to specific populations.

Religious Organization

Honor and Academic Societies

Multicultural Organizations

University Support Organizations
J-Walkers, Student Foundation: Application and interview process included.

All Starters come with the opportunity to learn more about the University.
Main Courses include leadership opportunities.

Appetizers include one-time commitments, like special events and service projects

Main Courses include more intensive commitments, like Greek Life and student organizations

Following Through and Assessing Impact

Process Holds Students Accountable to Goals Set

Logistics

- Six peer involvement advisors are paid a $7.25/hour wage

- Peer advisors are supervised by a senior student peer

- Advisor training includes counseling skills and an overview of all involvement opportunities

- There are two Involvement Centers: one in the student center and one in the largest first year residence hall

Assessment

Paper survey given to students immediately following advising session with 10 basic assessment questions for quick completion
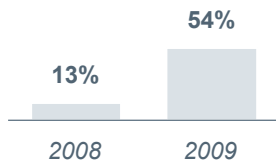
Follow Up

Personalized email sent to students two weeks after advising session to track their progress and link them to a longer assessment

Source: EAB interviews and analysis.

Impressive Results for Program Participants

Peer Advisors Have a Meaningful Impact on Students' Experience

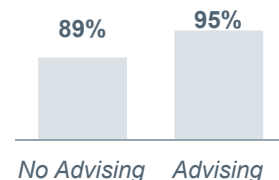**Greater Participation in Student Organizations**

Building More Student Leaders

Higher Retention Rates

13%	54%
2008	*2009*

6%	52%
2008	*2009*

89%	95%
No Advising	*Advising*

- Students who say they "actively participate" in a student organization
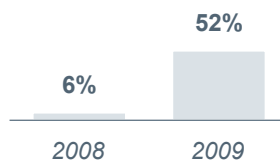
- Students who say they are leaders of a student group

- 2009-10 fall-to-spring retention rate for first-year students

"

"What Do You Hope to Learn?"

"This question often throws new students for a loop. Many have honestly not thought about their involvement outside of the classroom as being a learning opportunity. I think this is one of the most unique potentials of the involvement advising concept, that we are able to let students know at the beginning of their involvement experience that they can expect to learn something from it."

Adam Peck, Dean of Student Affairs
Stephen F. Austin State University

Hardwiring a Smarter Co-Curricular Experience

EAB Next Step Recommendations

Quick Wins	Long-Term Strategies

Develop tools to highlight the value of campus involvement

Provide support for making strategic involvement choices

- Skill-building branding campaigns
- Searchable online involvement directory

- Skill-focused involvement maps
- Personalized student involvement coaches

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