



EAB

Reimagining Experiential Learning

Skill-Building Opportunities Outside the Classroom

Student Affairs
Forum





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Skill-Building Opportunities Outside the Classroom

Student Affairs Forum

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Top Lessons from the Study

Leveraging Career Skill-Building Opportunities Within Student Affairs

Competition for employment among recent graduates is fiercer than ever and expectations for new hires are high. Students must be able to articulate the value of their college experience, as well as the skills and competencies they've gained, to differentiate themselves in the job search.

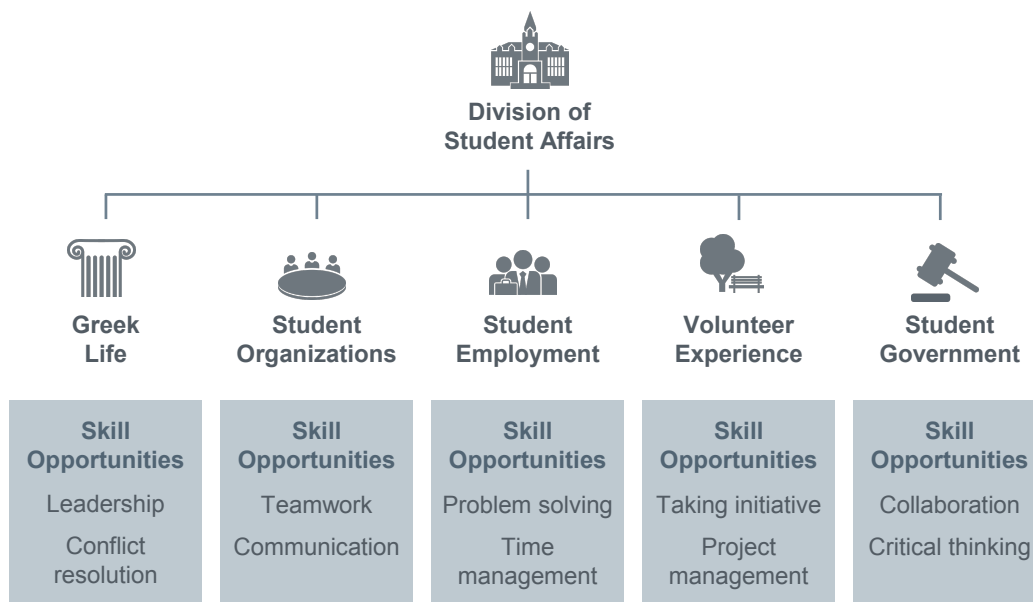
Institutions are now facing pressure not only to ensure their students are successful during college and graduate on time, but also that they are adequately prepared for what comes next. In today's economy, that means getting a first job as well as preparing for a lifetime of career transitions.

Employers consistently report that the most important skills for employees to have are the “soft” ones such as written and verbal communication, teamwork, and problem solving.

Employers also report a “skills gap” and lack of workforce preparation among new graduates. In fact, only 11% of business leaders strongly agree that graduates have the necessary skills and competencies to succeed in the workplace, and 45% of senior executives in the U.S. believe that soft skills are where employees are most lacking.

There is a huge opportunity for student affairs to support students' skill development through the breadth of experiential learning opportunities that exist across the division.

Students can and are developing high-demand skills through co-curricular involvement, including student organizations, Greek life, student leadership, volunteer opportunities, and campus employment, but many students don't access these opportunities, and those that do often struggle to articulate the concrete or transferable value of their experiences to prospective employers.



Top Lessons from the Study (cont.)

Student leaders tend to engage independently with high-impact, skill-building activities; with additional support, we can help them translate and articulate their experiences as they transition out of college.

In many cases, student leaders already have the experiences and skills that will serve them in the job search and beyond. Consider offering additional guidance to help them recognize, reflect upon, and articulate the skills they have developed through their involvement with strategies ranging from tailored resume support to in-depth co-curricular pathways.

Campus employment holds tremendous potential as a personal and professional development experience. To maximize its value, incorporate formal learning outcomes, leverage supervisor support, and connect students with career preparation resources.

There are often a large number of student employees on campus with which student affairs has interaction. Their positions place them in a professional setting and often provide skill-building opportunities, making them low-hanging fruit for support in leveraging their employment as a developmental experience.

Reframing co-curricular involvement as a range of opportunities for skill development allows student affairs divisions to reach a broader population of students and help them make more intentional choices for their involvement.

Most students—whether they become involved on campus or not—don't realize the skill-building potential of campus involvement, and thus fail to reap the full benefits of their experience. Student affairs units must build awareness among the broader student body about the value of on-campus involvement, provide tools for them to select opportunities that support their goals, and offer more directive support to harder-to-engage students.

As experiential learning is increasingly becoming an institutional priority, schools are considering different ways to adopt campus-wide initiatives, varying from documentation tools to experiential learning requirements.

There is a growing movement at some schools toward campus-wide documentation tools like co-curricular transcripts and e-portfolios, while others are developing robust “out of the classroom” curriculums or implementing experiential learning requirements. Each approach has benefits and drawbacks, and its implementation will vary depending on the specific nature of your institution.

Study Road Map

1 | Essay

- 2 | Guiding Student Leaders to the Next Level
- Tactic #1: High-Impact Program Add-Ons
 - Tactic #2: Co-curricular Capstone Experience
 - Tactic #3: Tailored Student Leader Development Tracks

- 3 | Recalibrating the Student Employment Experience
- Tactic #4: Self-Service Resume Builder Tool
 - Tactic #5: Front-Loaded Career Training
 - Tactic #6: Skill-Focused Job Descriptions
 - Tactic #7: Professional On-Campus Internships
 - Tactic #8: Online Professional Development Modules
 - Tactic #9: Structured Employee Reflections.

- 4 | Hardwiring a Smarter Co-curricular Experience
- Tactic #10: Skill-Building Branding Campaigns
 - Tactic #11: Self-Guided Involvement Portals
 - Tactic #12: Student Engagement Coaches

- 5 | Coda: Navigating the Path Ahead
- Approach #1: Document Student Learning
 - Approach #2: Develop Robust “Out of the Classroom” Curriculums
 - Approach #3: Implement Institution-Wide Requirements

- 6 | Toolkit Resources
- Supporting Student Leaders
 - Elevating Student Employment
 - Reframing Co-curricular Involvement
 - Documenting Co-curricular Learning

The New Freelance Economy

Across the board, institutions are feeling increased pressure to better prepare students for careers—but the nature of this challenge has changed. In the past, being hired and climbing the corporate ladder with one employer was the norm.

Today's landscape looks radically different, with job tenure at a single company averaging less than three years. Today's employees are predicted to have 15 to 25 different jobs across the course of their careers.

Graduates must now differentiate themselves in the job search by articulating the value they'll bring to their new position on day one. They must start "building their brand" as undergraduates to prepare for post-graduate success.

Jobs, Careers, and Work for the Millennial Generation

Entering the Workforce: Then and Now

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 to 25 jobs across the course of a 50-year career

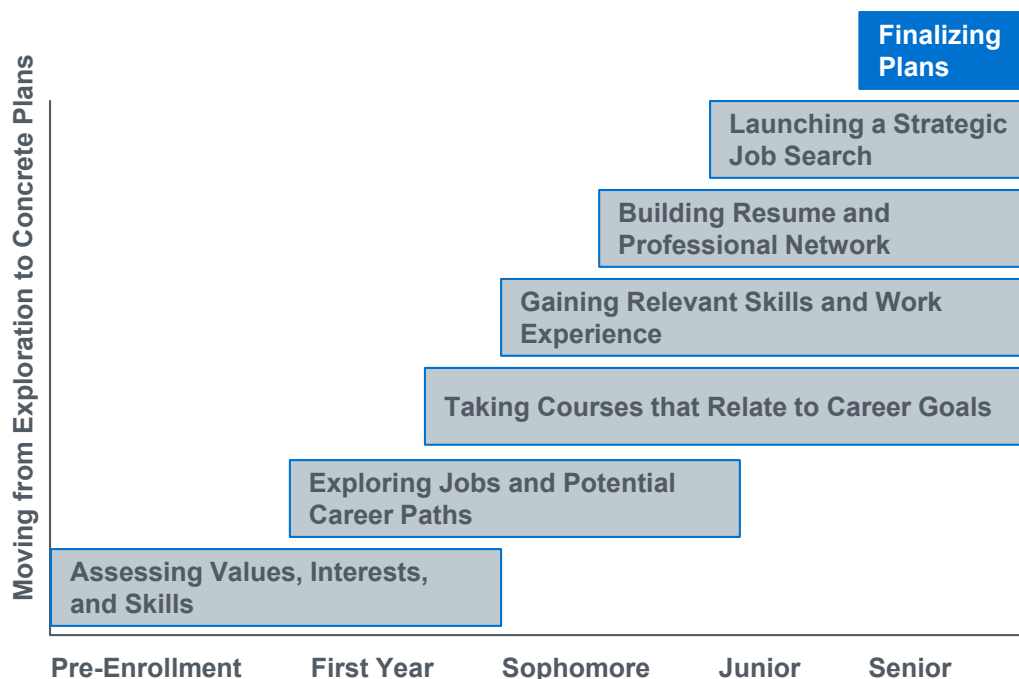
Source: Meister J, "Job Hopping Is the New Normal for Millennials," *Forbes*, April 14, 2012, <http://www.forbes.com/sites/jeannemeister/2012/08/14/job-hopping-is-the-new-normal-for-millennials-three-ways-to-prevent-a-human-resource-nightmare/>; Babbit M, "25 Jobs in 50 Years," *The Savvy Intern*, <http://www.youtern.com/thesavvyintern/index.php/2013/10/09/25-jo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

Post-Graduation Success Is Everyone's Responsibility

These changes require a new kind of career preparation. These efforts must start earlier and go beyond the career center. Whether it's assessing skills and interests, exploring jobs and potential career paths, or gaining relevant skills, these significant experiences can occur in a variety of spaces: in the classroom, in residence halls, in advising appointments, through employment, and through co-curricular experiences.

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

The Ideal Career and Professional Development Timeline



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

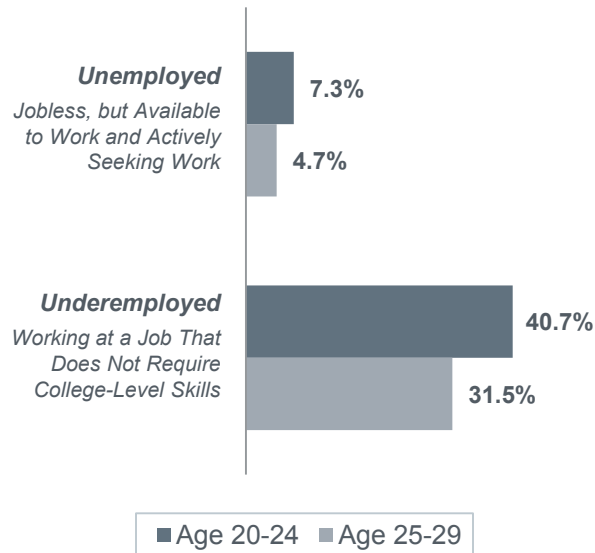
The pressure to rethink career preparation is compounded by the media coverage of alumni outcomes. The high rates of both unemployment and underemployment among college graduates are well publicized. The combination of poor graduate outcomes with high tuition costs and student debt burdens is resulting in more and more people questioning the value of a college degree.

High unemployment and underemployment rates further affect recent graduates because they not only compete with their peers for entry-level jobs, but also with older, more experienced graduates. Even as more positions become available, employers are looking for applicants who are work-ready, not simply someone with a degree.

Today's Graduates Face Increased Workforce Competition

Unemployment Masks Larger Problem

Labor Participation by Age Group, 2012



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
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Source: Fogg N. Harrington P. "The Employment and Mal-Employment Situation for Recent College Graduates: An Update," Center for Labor Markets and Policy, Drexel University, <http://www.drexel.edu/~media/Files/now/pdfs/Research%20Brief.ashx>; EAB interviews and analysis.

New Tough Questions in Admissions

As a result, prospective students and parents are increasingly asking tough questions during the admissions process, before making the decision to enroll at a particular institution. Ten years ago, the focus was on the college experience itself, not on preparation for what comes next. Questions may have revolved around residence life, average class sizes, or study abroad. Now, both parents and students have post-college in mind during this process. In fact, graduate job outcomes have become one of the most important factors in selecting a college.

Prospective Students and Parents Increasingly Focused on Outcomes

Questions for Admissions (2002)



What is Greek Life like on campus?



Do many upperclassmen move off campus?



How many students study abroad?



What is the average class size?

Questions for Admissions (2014)

How soon should I start doing internships?

Can I major in history and still get a job?

When do students start working with career counselors?

How many students have jobs at graduation?

No Shortage of Interested Parties

The growing focus on job outcomes and work readiness has made experiential education the go-to solution as schools try to address this preparation gap. Leaders recognize that hands-on learning encourages students to make connections between their academics and the real world, and it can be especially valuable if it involves gaining experience in a professional environment and pairing it with self-reflection and analysis.

As a result, multiple stakeholders are interested in the expansion of experiential education programs. Admissions and enrollment offices are using it to answer questions about ROI, provosts report it is a priority and an enrollment differentiator, and Boards of Trustees attach to its emphasis on careers and employability.

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 principles¹ 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 learner² is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.



**Admissions and
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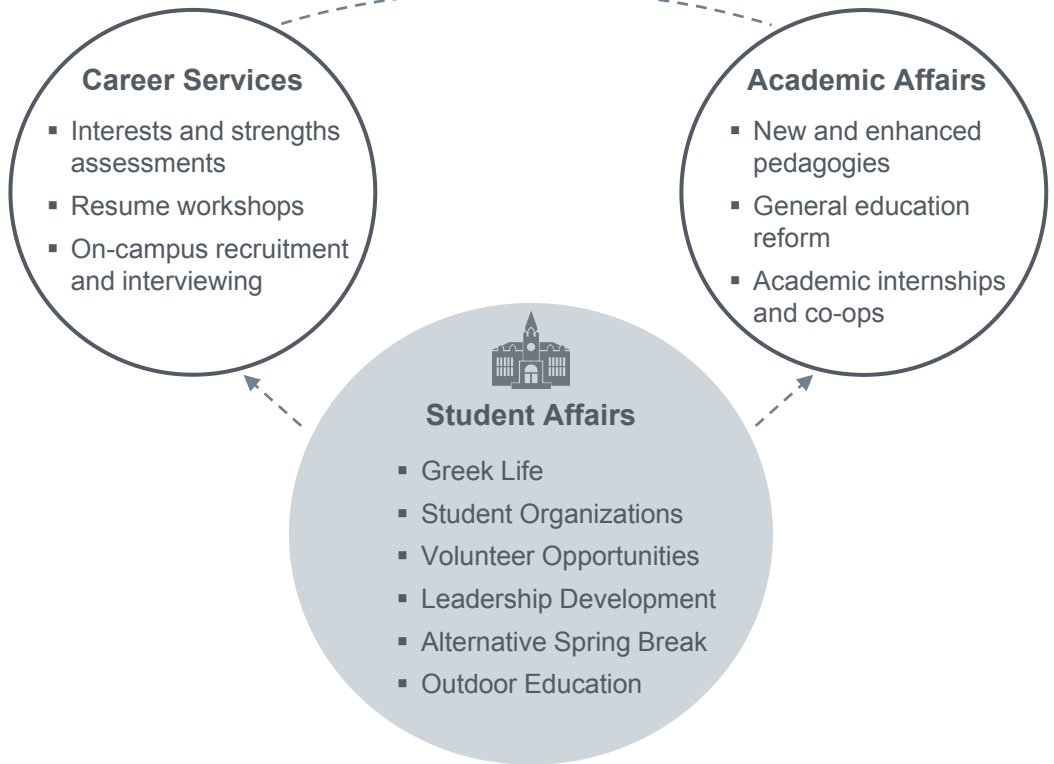
Source: Association of Experiential Education, "What is Experiential Education?," <http://www.aee.org/what-is-ee>; EAB interviews and analysis.

Even If You Don't Own Career Services...

Improving post-graduate outcomes and preparing students for success should be a campus-wide effort. While Career Services may offer support like career counseling and job search guidance, Academic Affairs can provide enhanced pedagogies and academic internships. Meanwhile, Student Affairs can contribute to these efforts by collaborating with campus partners.

Furthermore, whether or not Career Services falls under Student Affairs at your institution, there are numerous units through which you and your staff can leverage access to students and existing skill-development opportunities to provide workforce preparation.

A Unique Opportunity for Student Affairs



Source: EAB interviews and analysis.

The Skills Gap: Real or Perceived?

These efforts can help address what employers tell us is our graduates' greatest weakness: not academic preparation or resume writing, but skill development and workplace experience. In fact, only 11% of business leaders strongly agree that graduates have the necessary skills and competencies to succeed in the workplace, and 45% of senior executives in the U.S. believe that soft skills are where employees are most lacking.

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

The good news is that we know what employers are looking for: surveys reveal a consistent list of competencies that employers want to see in their new hires, across industries. This year, NACE's list of top ten skills included verbal communication, teamwork, and critical thinking. This list closely parallels the Canadian Employability Skills list.

Beyond employer-driven reasons to focus on these skills, we know that these are skills that will not only help graduates secure their first jobs, but also serve them as they inevitably switch jobs and navigate their careers over a lifetime.

Surveys Reveal Top Skills Sought by Employers



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



Top Canadian Employability Skills

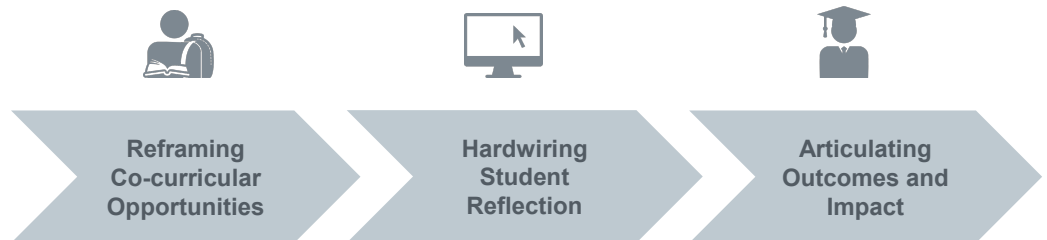
1. **Verbal communication**
2. **Written communication**
3. **Critical thinking**
4. **Quantitative analysis**
5. **Problem solving**
6. **Teamwork**
7. Positive attitude
8. Responsibility
9. Flexibility
10. Continuous learner

Source: National Association of Colleges and Employers, "Job Outlook 2014," <http://www.naceweb.org/about-us/press/skills-qualities-employers-want.aspx>; The Conference Board of Canada, "Employability Skills 2000+," http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb; EAB interviews and analysis.

Helping Students Develop a Meaningful Career

It is essential that Student Affairs divisions take this opportunity to leverage their programming and access points to support students in skill and professional development. We must think beyond the career center and recognize how much work there is to be done throughout a student's experience on campus. As this quote from NASPA President Kevin Kruger indicates, Student Affairs is well poised to support meaningful career development in a variety of spaces outside the classroom. The goal is to capitalize on the work you are already doing with students to ensure they are getting the maximum value possible from your efforts.

The Emerging Imperative for Student Affairs Professionals



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)*

Source: Kruger K, "Kevin Kruger: The Expanding Role of Student Affairs Professionals in a Changing Higher Education Landscape," Radio HigherEd, <http://radiohighered.com/2014/08/21/kevin-kruger-the-expanding-role-of-student-affairs-professionals-in-a-changing-higher-education-landscape/>; EAB interviews and analysis.

Study Road Map

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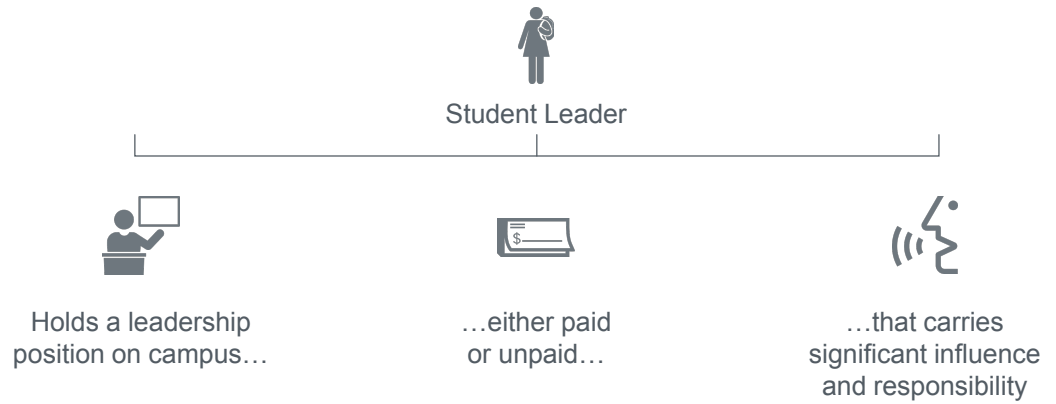
Supporting Student Leaders
Elevating Student Employment
Reframing Co-curricular Involvement
Documenting Co-curricular Learning

Tackling Low-Hanging Fruit

Student leaders are a natural place to start in providing experiential learning support. These are students you already interact with in a variety of capacities and, in many cases, they already have the experiences that will serve them in the job search and beyond. It is in recognizing, reflecting upon, and articulating the skills they have developed that they need additional guidance and support.

For the purposes of our research, we define a student leader as one who holds an official leadership position on campus, whether paid or unpaid, that carries significant influence and responsibility. Whether they are in student government, serve as RAs, or hold a leadership position in a campus organization, these are highly involved students who are collecting meaningful experiences during their time on campus, largely through their own motivation.

Defining a Student Leader



Source: EAB interviews and analysis.

Transitioning Away from a List of Things...

Throughout the Student Affairs Forum's research, many contacts shared stories about student leaders who are engaged in high-impact and skill-development experiences, but struggle to clearly articulate the value of those experiences when it comes time to find a job. On your own campuses, you have probably encountered many students who are able to generate an impressive list of experiences on their resume, but cannot identify specific skills they gained that would be meaningful to an employer.

Student Leaders Need Help Connecting the Dots

A Familiar Pattern



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



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



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



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*

Finding Time for Reflection

It is not surprising that the most involved students are not taking the time to reflect on their experiences. An extensive list of activities keeps them extremely busy, and though they are highly involved and developing significant skills, they are not investing time in skill articulation. The best way to serve them, therefore, is with strategies to make it easier to incorporate this important final step into their already packed schedules.

Packed Schedules Keep Student Leaders Busy

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



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*

Source: EAB interviews and analysis.

Meeting Student Leaders Where They Are

To raise awareness among student leaders of the value of their involvement, Salisbury University has developed a series of guides with the branding “Market Your Experience.” They are customized for a variety of involvement opportunities across campus. The guides call out specific skills that students may have gained through that experience, and provide guidance on how to best articulate them on a resume.

Responsibility for creating the guides was divided among career center staff depending on their strengths and expertise in certain areas. After the guides were drafted, the relevant office hosting each experience was given the chance to review the content and submit any edits. The whole process took place over the course of one summer.

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

These guides are so useful because they not only provide specific articulation advice, but also bring to students' attention skills they may not have considered including on their resume, or realized they had gained at all.

As this example from "How to Market Club and Organizational Experience" shows, one of the high-demand skills called out is "interpersonal/diversity" skills. The guide then explains what the skill means, emphasizes why it is important to employers, and provides specific guidance for highlighting it on a resume.

The guides are available both online and at the Career Center. Guides are also used when conducting Career Center presentations to various student groups.

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 Greek Life Experience

How to Market Study Abroad Experience

How to Market Military Experience

How to Market Club and Organizational 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

In an effort to help students get into the minds of prospective employers, the University of St. Francis developed a “mock hiring group” exercise. Recognizing how difficult it can be to get students to come into the career center, this exercise is meant to reach students where they are by collaborating with different student groups and organizations to incorporate this exercise into existing meetings and presentations.

During the workshop, students are broken into small “hiring groups” and given two job descriptions and six blinded resumes.

The groups are told that they must fill these two positions with the resumes they're given, and provide the reasoning behind their choices. Each group develops their own hiring rubric based on the job description, ranks their candidates, and then must present their selections to the rest of the group.

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

After putting themselves in employers' shoes, students report increased understanding of the importance of resume tailoring. Staff at St. Francis take advantage of this clarity by, immediately following the exercise, having students work with their group to critique and improve their own resumes. This immediate application is a key element of the program.

Though an exercise like this could certainly benefit a wide range of students, it is particularly effective for student leaders who possess a lot of the high-demand skills employers seek, but don't understand the importance of effectively communicating them.

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*

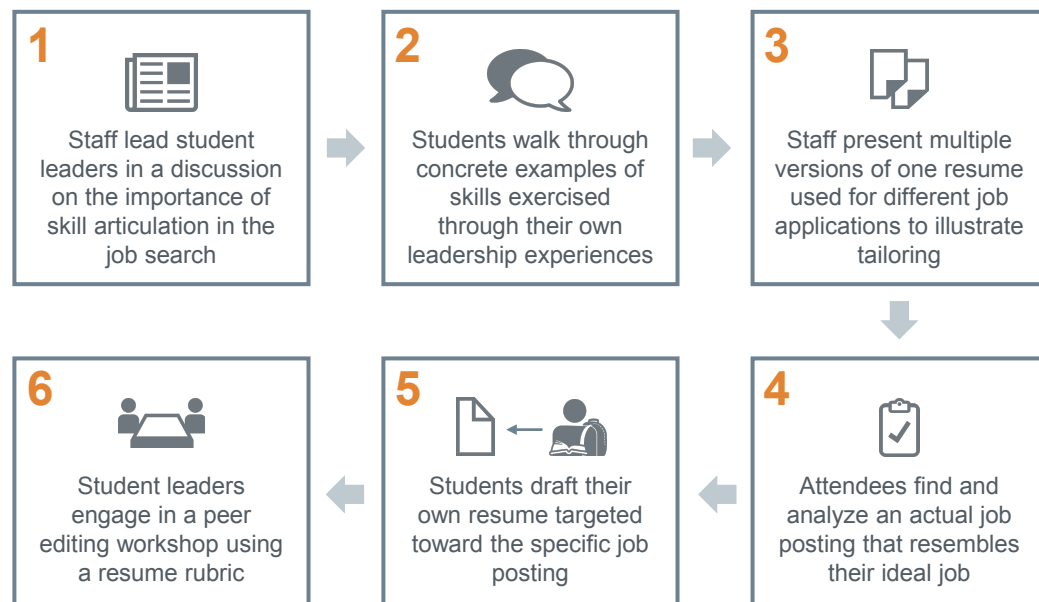
Just in Time Support for Student Leaders

Further exploring the importance and practice of resume tailoring, Nebraska Wesleyan University leads students through the development of a resume tailored toward a specific position. The exercise takes place over several weeks as part of a study abroad reorientation class, but EAB believes it could be easily adapted into a single session for student leaders.

The session begins with a staff-led discussion on the importance of skill articulation in the job search, during which students are asked to consider concrete examples of skills they've developed through their own experiences.

Staff then present the idea of resume tailoring by showing the students multiple versions of one resume used for different job applications, demonstrating how the same experiences can be adapted to emphasize different skills and for different goals.

Targeted Resume Development at Nebraska Wesleyan University



Source: EAB interviews and analysis.

Adapting the Strategy for Student Leaders

Student leaders are then asked to find an actual job posting that resembles their ideal job. To facilitate this, students should either have access to a computer during the session, or be asked to arrive with a job description already identified. They then draft a version of their own resume targeted toward the specific job posting and, finally, engage in a peer editing workshop where they use a resume rubric to evaluate each other's efforts.

Not only does this exercise raise awareness about the importance of resume tailoring, it gives students a chance to reflect on which of their skills are the most relevant to their post-graduation goals, and receive guidance on how best to articulate those in the context of a specific job application.

Translating Relevant Skills Is a Common Struggle






But Do I Really Have Marketable Skills?

“We’d ask our most involved students, ‘What do you think your marketable skills are for employers or grad school?’ It was amazing that this group who we knew were leaders would be very tentative in their responses. ‘That’s the problem,’ they’d say. ‘We don’t think we have any marketable skills.’”

*Director of Career Center
Public Research University*

Key Benefits

-  Using actual job posting makes resume development realistic
-  Tailoring teaches key job seeking competency
-  Helps students recognize transferrable skills

Preparing Student Leaders for Life After College



Recognizing that the transition at graduation requires more than resume training, UNC Wilmington developed a Senior Transition Workshop Series to prepare student leaders more thoroughly for life after college. Staff developed the program in response to 1) an inability among student leaders to articulate their skills as they embarked on a job search, and 2) a general lack of confidence among these high-achieving students.



Similar to an academic capstone, the series offers a mechanism for students to reflect on the entirety of their experiences and how best to leverage them as they prepare to graduate.

The capstone consists of four separate workshops. The first three sessions focus on identifying and reflecting on their accomplishments, financial planning, and career preparation. The final session is a general transition workshop, addressing a range of issues and preparing students to be engaged alumni. In the fifth and final week, students who attended all four sessions are invited to a celebratory reception where they can network with local alumni.

UNC Wilmington’s Senior Transition Workshop Series

“Seahawks Taking Flight” Co-curricular Capstone Program

 Session 1 <i>Identifying Meaningful Skills and Experiences</i>	 Session 2 <i>Financial Planning</i>
<ul style="list-style-type: none"> ▪ Leading students in an exercise to inventory noteworthy college accomplishments ▪ Practicing their 30-second elevator pitch 	<ul style="list-style-type: none"> ▪ Learning to navigate insurance and benefits upon hiring ▪ Creating a budget and managing expenses on your first salary

 Session 3 <i>Career Sessions</i>	 Session 4 <i>Life After Commencement</i>
<ul style="list-style-type: none"> ▪ Articulating high-demand skills in resumes, cover letters, and networking ▪ Preparing to be a successful graduate student or professional 	<ul style="list-style-type: none"> ▪ Discussing issues students may face as they transition out of college ▪ Preparing students to become members of the alumni community and laying groundwork for future engagement

Source: EAB interviews and analysis.

A Capstone to the Co-curricular

The capstone curriculum was developed by a committee of senior Student Affairs staff at Wilmington based on their interactions with student leaders and common challenges they were observing. They have incorporated changes to the curriculum based on student feedback, such as adding a financial literacy session in the second year.

Each year, a call for nominations is made to all staff, asking to identify highly engaged student leaders to participate in the capstone. Then, to build an aura of exclusivity and encourage participation, the Vice Chancellor sends a personal email inviting nominated students to participate.

Student participants are broken up into four groups that meet weekly for four consecutive weeks. Staff throughout the division rotate facilitating the sessions, and report that most of the material covered is familiar so minimal preparation is needed.

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”

Interest in the program has grown each year since its inception, with approximately 40 students participating in its first year (2012), and 60 to 80 students participating each year since. Assessment of the program is done through a completion survey, on which student feedback has been extremely positive.

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

Piloting a Year-Long Development Experience

In an effort to move beyond end-stage support, Georgia Southern University is piloting a year-long development program for student leaders called Organization Leader Tracks (OLT). The program has a series of components meant to provide tailored support for those in different leadership roles in student organizations, while also leveraging all of the high-impact programming already taking place on campus.

The goal is to create the “next level” of engagement for the leaders of student organizations: emphasizing the learning taking place outside of the classroom, building leadership skills, and conveying to students how critical it is that they be able to articulate their skills and experiences to potential employers.

Georgia Southern University’s Tailored Tracks for Student Leaders

Organization Leader Tracks (OLT) Program



Source: EAB interviews and analysis.

Leveraging Existing Resources for Leaders

OLT's first component is for student leaders to attend a selection of programs and events already being held across campus. Staff recognize that student leaders are already engaging with many opportunities for high-impact skill development on campus, and this program allows students to capitalize on that.

To complete this component students must attend three workshops from an existing leadership development series and select from a catalog of "electives" offered through various departments that have been compiled into one centralized list.

To put this "electives" list together, the Executive Director met with each department within the division to identify opportunities that aligned with the program. In meeting with these department leaders, she was able to secure widespread buy-in for the program, explaining that listing department events as elective options would increase event attendance.

Increasing Engagement with Ongoing Professional and Skill Development

Participants Attend Workshops from Existing Leadership Development Series...

Sessions include:

- Leading Engaging Team Building and Reflection
- Elevator Speeches
- Finding a Mentor



...And Choose from a Catalog of "Electives"

- Alternative Break Trip
- Diversity Speaker
- Safe Space Training
- Southern Adventure Trip/Challenge Course
- Intramural Participation



Helping Students Make Connections

"One of the things we really wanted to do, was recognize that our students are really stretched already, and they're already doing things all over campus and so, how do we create something that helps them just connect their position with what is already a part of their experience?"

*Tina Powellson, Executive Director, Office of Student Activities
Georgia Southern University*

Elevating the Value of Student Involvement

What differentiates this program from traditional involvement is that participants are required to complete and submit a reflection on each experience or event they attend as a part of OLT.

When participants enter their involvement in their student portal, they are prompted to complete a reflection on how each experience relates to their current academic focus and role as a student leader, and to their future professional goals.

The prompts are designed not to be overly burdensome. They are simply intended to encourage students to think, in real time, about how an event contributed to their development and the specific value they gained from it.




Structured Reflection Opportunities Tied to Professional Development

Complete Reflection

1. What did you learn through this experience?

2. How can you apply this to your position within your current organization?

3. How will you apply what you learned here to your post-graduation goals?

-  Student leaders must complete reflections for all programs attended
-  Questions prompt students to tie each program or event to both their current leadership role and future professional goals
-  All reflections are submitted electronically through Collegiate Link for validation

Developing Position-Specific Programming

OLT's second component is for each student leader to attend a workshop specific to his or her leadership role within the student organization.

Georgia Southern is piloting the program this year with three distinct tracks: one for organization presidents and vice presidents, one for treasurers, and one for students in event planning positions. Staff have developed an outline and series of talking points for each workshop but hope that they will be interactive, with attendees sharing their experiences with the group and learning from one another.

The workshops will be offered twice each semester on various days of the week, and in both afternoons and evenings, to try and maximize their accessibility for busy student leaders.

Dedicated Workshops for Various Campus Leadership Roles

New "Core" Workshops for...



Presidents & Vice Presidents



Treasurers →



Event Planning Positions

Treasurers' Workshop Highlights

- Understanding Your Role
- Best Practices for Financial Planning
- Developing Your Budget
- Assessing the Needs of Your Organization
- Self-diagnostic exercises

Workshop Logistics

- Address "what it means to be..."
- Offered twice per semester in the afternoons and evenings
- Easily accessible in the Student Union
- Led by an Office of Student Activities staff member

“Translating Your Experience”

The final component of Georgia Southern's new program is referred to as “translating your experience.”

To complete it, participants will submit their resume and co-curricular transcript to career services for review. They then have a one-on-one session with career services staff, where they receive personalized guidance on translating their leadership experiences into transferrable skills.

Career services staff then administer a mock interview, so student leaders can practice articulating their student organization leadership experience in an interview setting. To maximize the value of these sessions, the program director sat down with career services staff to educate them about OLT so all are aware of the experiences the students have had.

Career Development Specialists Provide Individualized Guidance



Career One-on-One Sessions

- 1 Student submits resume and co-curricular transcript to Career Services for review
- 2 Student meets with Career Development Specialist for personalized guidance on translating leadership experiences into transferrable skills
- 3 Specialist administers customized mock interview, focusing on having students articulate their student organization leadership experience for their unique post-grad goals



Highlighting Learning and Skills

“The career development specialist really helps them articulate their learning to an employer in an effective way. Instead of simply listing the program on their resume, they help students expand on their experiences and tease out the learning and skills in a way that is appealing and impressive to employers. So, versus saying, ‘I have a leadership certificate,’ say, ‘I’ve attended these diversity workshops and now I understand more how to work with people that are different from myself.’”

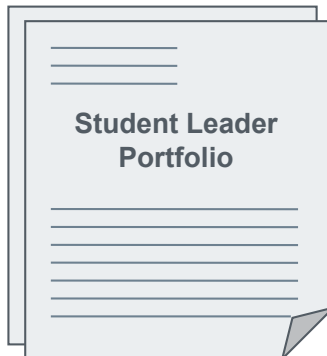
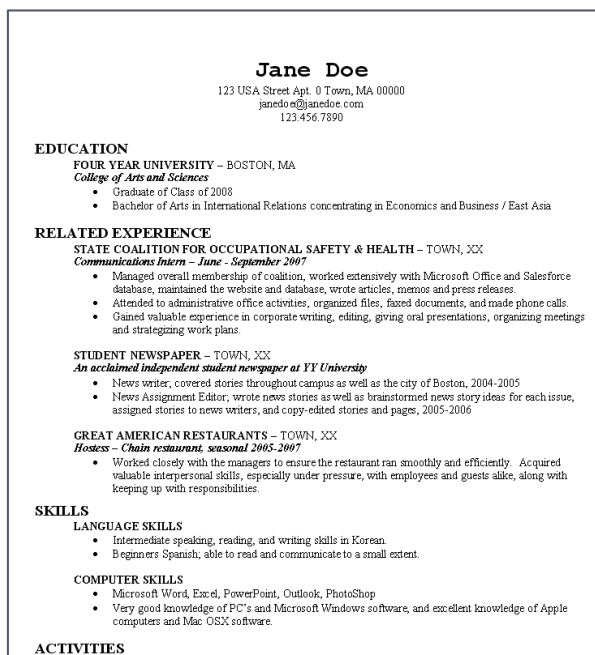
*Tina Powellson
Executive Director, Office of Student Activities
Georgia Southern University*

Connecting Employers with Quality Students

Looking ahead, program staff plan to develop an “elite resume book” for students that have demonstrated leadership skills and experiences. The book will feature highly qualified students who have completed the program, and career services staff plan to talk with employers about their hiring needs and send them books with specific, qualified students.

This resume book will benefit both the students included and the employers, who can be assured that the candidates they’re being introduced to have demonstrated the skills they are seeking. The Director of Career Services sees initiatives like Organization Leader Tracks as essential to providing employers with the best possible Georgia Southern students.

Career Focused Benefits of Program Participation



- Participants’ resumes included in a special portfolio of students with leadership skills and experience
- Career Center staff give resumes directly to numerous employer connections
- Inclusion in this elite portfolio serves as an incentive to complete the program

Planning for the Future

As the program is piloting this year, staff plan to continue to develop and tweak it as they go. At this time they are not planning to review each student reflection upon submission, but instead do a thorough spot check at the end of the semester. They will then determine if closer monitoring of the reflections is necessary, or if instituting some additional requirement like a word count is necessary.

Pilot Rollout in Fall 2014 at Georgia Southern



Key Goals and Next Steps 2014-2015

- Review reflections after first semester to decide whether regular feedback and/or a word count is necessary
- Consider making the program mandatory for all officers
- Continue to strengthen cross-campus relationships



A Great Fit for Student Leaders

“Like all student activities offices, we’re busy all the time. So one of the nice things about this program is that, aside from presenting our core workshop, it kind of takes care of itself. Once they get to this officer level, these are our highly motivated students, the ones that want to excel at their work anyway. So as long as we’ve marketed it well and students are aware of the opportunity—they’ve done all these things so they just have to get in there and do the reflections.”

*Tina Powellson
Executive Director, Office of Student Activities
Georgia Southern University*

Guiding Student Leaders to the Next Level

To conclude the student leaders section, we have summarized the key themes and recommendations presented so far, including quick wins for support in the job search and longer-term strategies for developing student leaders.

EAB Next Step Recommendations

Quick Wins



Provide just in time resources to support the job search

- High-impact resume exercises
- Co-curricular capstone experiences

Long-Term Strategies



Develop tailored development and reflection opportunities

- Role-specific development workshops
- Career development “one-on-one” sessions

Source: EAB interviews and analysis.

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Seizing a Valuable Opportunity

There are several reasons that student employees make great candidates for high-impact experiential learning support.

First, though the numbers vary from campus to campus, student employees often comprise a huge number of students on campus. Second, their positions place them in a professional setting, a natural venue to reach them with professional development. And third, skill development is already occurring for many of these students, so failing to provide support in the recognition and articulation of their development is a significant missed opportunity. This is especially true because often these students may not engage in other experiential learning opportunities due to their time commitment to student employment.

Student Employment Presents a Ripe Opportunity for Skill Development



Access point to large pool of students



Professional environment



Preexisting 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 skill set. 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

Despite the learning inherent in many of these opportunities, student employees' reasons for securing a job on campus often lack the intentionality and personal focus that a student leader has in becoming involved. Students may get jobs on campus for a variety of reasons: to make money, because it's a financial aid package requirement, or because on-campus jobs are known to be friendlier to student schedules.

Students are often oblivious to the potential benefits of on-campus employment. Many students don't even mention their employment on their resumes, let alone recognize the specific skills and competencies they acquired through the experience.

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

To help students articulate the value of their jobs for prospective employers, UNC-Chapel Hill developed a Resume Builder Tool that offers guidance representing student jobs in a way that is meaningful to future employers. The tool was developed by a Career Services staff member, using her own expertise and research of job databases and career focused articles.

The document features an extensive list of popular student jobs, common responsibilities associated with each one, and corresponding language to highlight the skills gained through them. It can be useful for prospective student employees by proactively educating them about the skills they can expect to gain from their employment on campus.

The tool is easily accessible to all students online, and is also shared with students during career appointments and workshops.

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



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

Source: Image retrieved from: <http://careers.unc.edu/sites/careers.unc.edu/files/PART-TIME%20SKILLS%20FOR%20RESUME.pdf>: EAB interviews and analysis.

The Missed Opportunity of Orientation

The beginning of the student employment experience presents a great opportunity to set an intentional tone around on-campus employment. Orientation is an ideal venue to front load information for students around career development and professionalism, helping them to make the connection between this position and their future career goals.

Most campuses have a basic orientation or initial training for student employees. However, it usually focuses on the nuts and bolts of the employment experience, covering payroll procedures, sexual harassment policies, and other general information. Any additional training is usually decentralized and done at the department or office level.

Setting an Intentional Tone Throughout the Onboarding Process

STATUS QUO ▶



Nuts and Bolts

- Payroll instructions
- Sexual harassment
- Lecture-based format

1

Identify professional skills students need to succeed now and later

2

Engage campus partners in a collaborative training endeavor

3

Prioritize student professionalism as a division or institution

IDEAL



Skill-Based

- Content focused on career content
- Interactive professional development exercises

Instilling a Career Focus at Orientation

The University of Texas at El Paso (UTEP) developed a centralized student employee orientation, hosted by the Office of Student Life, that emphasizes the growth and development potential of student employment. The day-long event focuses on the high-demand skills that students should aim to develop and practice as student employees, including professionalism, leadership, and communication.

The day consists of a series of sessions, including alumni panels, interactive discussions, and high-profile speakers, each emphasizing the importance of a specific skill.

Program organizers emphasize that the training helps students elevate their expectations across the board, not only for their supervisors and student employment position, but also for their careers beyond college.

The University of Texas at El Paso Emphasizes Growth Opportunities

Leveraging Efficiency and Supervisor Expertise

- 1 Vice President for Student Affairs and Office of Student Life host centralized student employee training
- 2 Department supervisors select student employees to participate
- 3 Student employees share experiences and lessons learned at work with their professional peers

Aligning Programming with Critical Skills



Professionalism

Professionalism Drills, Breakout Sessions



Leadership & Ethics

Roundtable Discussions, Case Studies



Skill Articulation

Resume Accomplishment Statements

Continuous Feedback Based Improvement

Each year, an open call is made to departments to select students to attend orientation. Generally, new student employees are selected to attend since it is most beneficial for them, and this means most employees have a chance to attend at some point during their years on campus.

A \$22 per student registration fee, paid by the department, funds the entire program. This covers the cost of meals, all printed materials, a t-shirt, and a flash drive that each attendee is given at the end of the day, preloaded with the day's content and career center resources.

Moving forward, UTEP is hoping to provide additional engagement opportunities for returning student workers, who generally attend the session only once. Past attendees often express interest in helping at the next year's program, assisting with day-of tasks and serving as co-facilitators during lunchtime discussions. UTEP plans to continue expanding the role of returning students and offering opportunities for continued professional development for these more tenured student employees.

Building on Initial Success to Serve Students' Ongoing Needs



High Reach, High Impact

400

Student employees trained each year

100%

Of departments continue to send students each year

Plans for Future Improvement



Add an additional training day to accommodate high student demand



Use three years of assessment data to measure growth and adjust programming



Provide additional engagement for returning student workers



Better equip and support supervisors to support trained students

Benefits for Students and Supervisors

Informal feedback on the orientation has been extremely positive, with supervisors reporting that the training enables students to “hit the ground running” in their positions, and elevates expectations for their employment experience, compelling them to take it more seriously.

A paper evaluation is distributed to all students at the end of the training. It focuses on documenting learning and assessing the effectiveness of the day’s sessions. Now in their third year of the program and with three years of data, UTEP plans to perform a rigorous assessment to measure growth, improve the training, and target additional professional development opportunities to students throughout the year.

While the more thorough assessment is forthcoming, staff are confident that the skills-based training will benefit students not only as campus employees, but in their future careers. The training highlights for students the potential of their campus jobs, while also exposing them to alumni and raising awareness about the importance of developing professional skills before graduation.

Professional Development for Current and Future Employment



Power of Front-Loaded Professional Development

“Up-front skills-based training will not only benefit students with their job at UTEP, but they are also establishing good, professional habits that will carry them into their future career.”

*Louie Rodriguez
Asst. Vice President for Student Affairs
The University of Texas at El Paso*



Skill Building Now for the Future

“All the skills that we have learned here today are great for my job here as a student worker. I can totally see myself using all of these skills in another big company. It’s not just the UTEP way...it’s really the professional way.”

*Student Employee
The University of Texas at El Paso*

Reframing the Student Employment Experience

In recognition of the enormous development potential of campus employment, Ryerson University undertook a more comprehensive overhaul of the student employment experience. In response to observed low productivity and engagement among student employees in some departments, Ryerson piloted a process for rewriting student job descriptions to incorporate learning outcomes.

Their first step was to establish division-wide learning outcomes for student employees. Staff used nine skills identified by Employment and Social Development Canada to establish the most “essential skills” for student employees.

They then met with each supervisor to explain the skills and how to map them to existing job descriptions, or, if necessary, rewrite the job descriptions. Supervisors submit the revised descriptions to a career services representative, who ensures that all nine skills are represented, and works with the supervisor to incorporate additional responsibilities that align with the skills, if necessary.

While this program began with a small pilot across three offices on campus, they are currently working on rewriting all 300 student job descriptions in the division, effective for the 2014-15 school year.

Ryerson Rewrites Job Descriptions to Focus on Skills and Outcomes



Source: EAB interviews and analysis.

Transitioning to a Learning Framework

Ryerson’s new descriptions still include information about the position itself and specific responsibilities, but has several other features. It has a list of learning outcomes that students will achieve as a result of working in this position, as well as a rubric that maps the nine key skills to the job’s responsibilities.

Ryerson also created a document called an “Individual Learning Plan,” which is used as part of a mid-year check-in between students and supervisors. The document helps facilitate a discussion on students’ progress in developing these skills to date and sets goals for the rest of the year, with specific ideas for how to achieve them.

This formal inclusion of skill development in student job descriptions achieves two goals: 1) it highlights the importance of these skills to students on the front end, and 2) it facilitates student-supervisor conversations about them, and creates accountability for them through the experience.

New Job Descriptions Reinforce Employment as a Development Opportunity

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	✓		✓	✓	✓	✓	✓	✓	



Key Components

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

Source: EAB interviews and analysis.

Marked Improvement in Student Engagement

Though the program is still being rolled out, initial results are promising. The departments that hosted the pilot report improved punctuality and overall professionalism, greater productivity, and better quality of work among student employees.

Currently, Ryerson has rewritten about half of all student job descriptions, with plans to complete all of them by next year. Other future goals for the initiative include requiring work-study positions to use rewritten job descriptions in order to be eligible for funding from the division, and holding workshops across campus to encourage others to rewrite their job descriptions.

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 students practice to articulate their skills to prospective employers."

*John Austin, Executive Director of Student Affairs
Ryerson University*

Lowering Barriers to Professional Development

Once students are oriented to the importance of skill development and the potential that on-campus employment provides, there are several ways to connect them with ongoing professional development.

Student Affairs divisions run many great programs that can benefit students, including career workshops, speakers, and networking events.

Some institutions have found creative ways to leverage their access to student employees by incentivizing them to take advantage of all these offerings. Incentives range from implementing requirements and financial rewards such as wage increases, to offering recognition awards or certificate programs. Most importantly, all of these tactics represent ways institutions get more out of programs they are already offering.

Maximizing Student Engagement with Existing Programming

Examples of Existing Programming



Career Workshops



Alumni Speakers



Panel Discussions



Online Modules

Incentivizing Student Engagement



Requirement: require attendance as a condition of employment or rehire



Financial Reward: offer wage increases for students who complete professional development exercises



Recognition Award: recognize students for their professional development endeavors



Certificate Program: bundle existing programs into a certificate in professional development

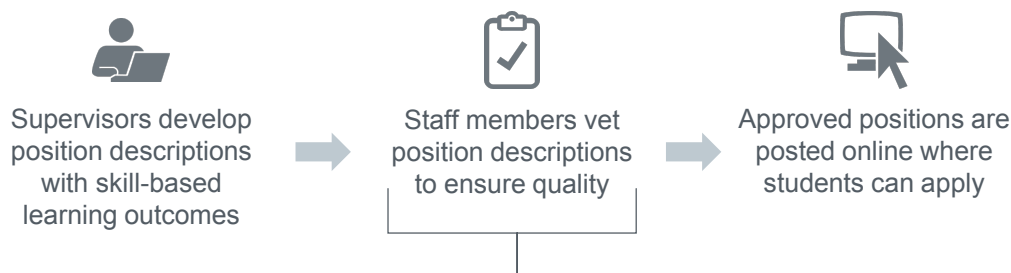
Creating More Professional Work Opportunities

Clemson University has made an effort to professionalize its student jobs by creating an on-campus internship program called UPIC (University Professional Internship/Co-op). UPIC provides financial incentives to departments who develop high-quality work opportunities, labeled as “internships,” increasing their prestige both for students and future employers.

Supervisors in each department are invited to submit position descriptions that incorporate skill-focused learning outcomes. Staff members then vet the descriptions to ensure quality, and approved positions are posted online where students can apply. The positions are listed in the same database that students will later use to find post-graduate employment, familiarizing them with the system and the process they will need later on. These internships are paid and can be full-time or part-time.

Three academic advisors dedicated to the program conduct two site visits per employee per semester to collect information regarding student performance, and assess progress toward learning outcomes. Both students and supervisors evaluate their experience at the end of the employment and feedback is used to improve the internship for future students.

Clemson University’s On-Campus Internships



- Assignment should have *predetermined* learning objectives
- Assignment should be *predominantly* non-clerical/non-administrative
- Assignment should be *specifically* and *intentionally* beneficial to the student’s educational goals and academic progress
- Assignment should be *distinct* from work performed as undergraduate research

Lasting Impact for Student Interns

Feedback from student participants has been overwhelmingly positive and staff report that the quality of these experiences, as well as the greater value employers place on “internships” over regular student jobs, is helping students secure employment upon graduation. Students report having a lot of responsibility in their positions and say they function similar to full-time employees.

Unsurprisingly, assessment found that participants are 8% more likely to have accepted a full-time job offer upon graduation.

Immediate and Long-Term Benefits for Student Development



Improved Job Prospects

8%

Increase in likelihood of accepting a full-time job offer upon graduation

Other Benefits

- Increased prestige of the work experience for students and future employers
- More significant work for students
- Firmer integration of development goals into job descriptions
- Higher wages due to increased responsibilities



Connecting Academics and Work

“This internship allowed me to put real life application to all of the lessons and theories I have learned in the classroom setting. It forced me to think outside of the box and think critically and creatively.”

Gaining Professional Experience

“The opportunities that I had through this internship will be extremely useful in my future endeavors due to the fact that I was able to gain professional level experience that will set me apart from other undergraduates.”

*Student Interns
Clemson University*

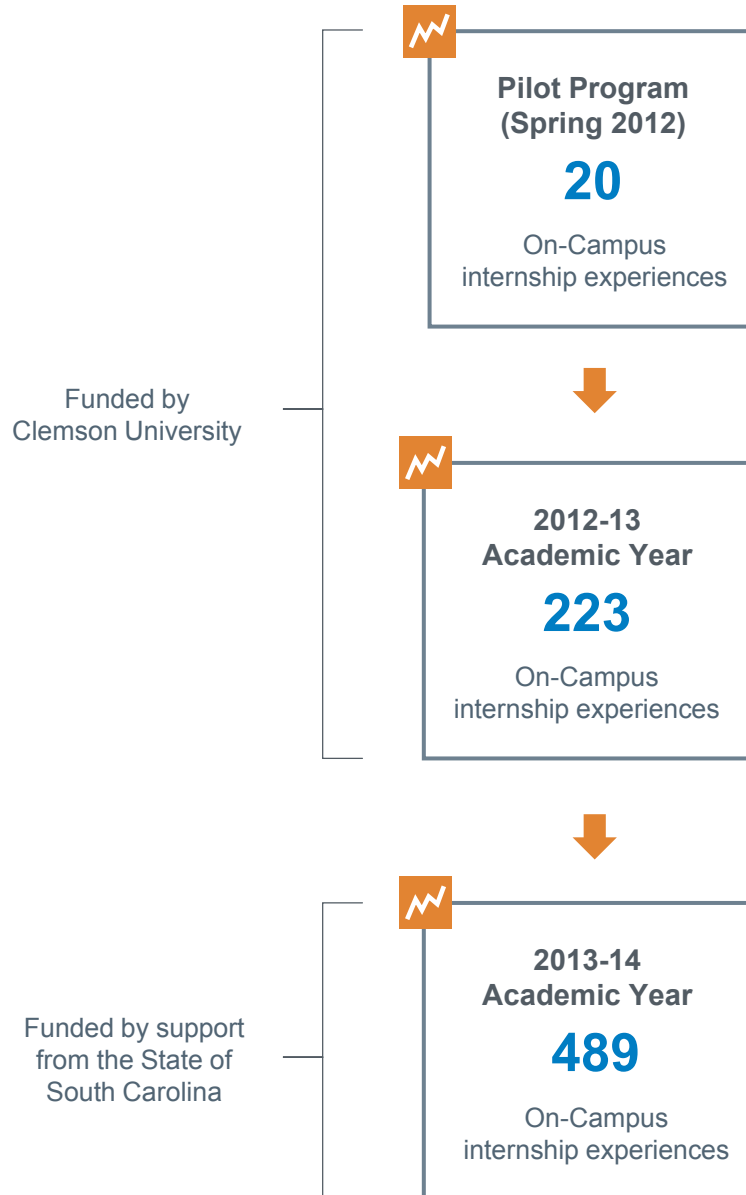
High Demand for Internships Fuels Major Growth

The UPIC program has grown rapidly over the past two years, going from a small pilot program with only 20 student positions in the spring of 2012, to nearly 500 positions in 2014.

On-campus employers are incentivized to participate in the program because if the position they submit is deemed to be a “high-quality learning experience” and accepted into the program, the university pays 50% of the student’s salary. The pilot was funded by the university, and has been able to expand so dramatically due to financial support secured from the State of South Carolina, starting in the fall of 2013.

This is an expensive program due to the salary sharing arrangement, and has benefitted from financial support from South Carolina. It also has several dedicated staff members who perform the frequent site visits and manage the administration of the program. However, contacts emphasize that the program started out small with very limited resources, and has grown because of widespread interest, both within and outside of the university.

Strong State Support Provides Additional Capacity at Clemson



Source: EAB interviews and analysis.

Providing Targeted Training and Development

In response to supervisors expressing their desire, but lack of capacity, to provide professional development to student employees, Willamette University developed their Passport to Professionalism Program, a set of online training modules that supervisors can easily use with their students.

Willamette hired an instructional designer to create the content, drawing topics from supervisor brainstorming sessions as well as research from NACE, AAC&U, and Bentley University.

The result was a series of 10 online professional development modules, each with a different focus, such as: written communication, teamwork, taking initiative, and professional culture. Each module provides ready-made, available training and professional development that supervisors can use with their student employees.

Willamette University's Online Modules for Student Employees



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](#)

Notable Features

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

Drilling Down into the Modules

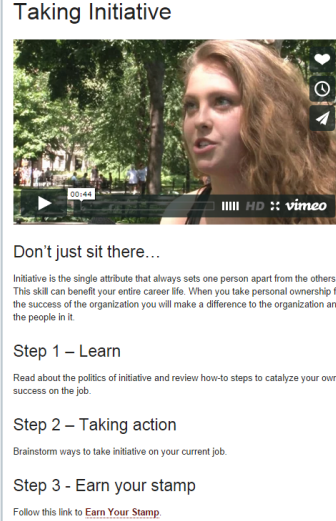
Each module contains an introductory video and brief overview, followed by learning activities and a reflection component.

Most importantly, all of the modules are located online (on Willamette's website) and are available for public use, meaning there is no need for other institutions to recreate the wheel.

While the modules are not mandatory, supervisors are encouraged to sit down with their employees and determine together which topics are most relevant to their position. Students then complete those modules on their own and fill out a form articulating how to apply the new knowledge and skills they've gained to their current position, which they submit to their supervisor.

Interactive and Intuitive Segments Guide the Student Experience

Module Preview
Teaser and brief overview of activities help supervisors and students better understand the content of the module



Taking Initiative

Don't just sit there...

Initiative is the single attribute that always sets one person apart from the others. This skill can benefit your entire career life. When you take personal ownership for the success of the organization you will make a difference to the organization and the people in it.

Step 1 – Learn
Read about the politics of initiative and review how-to steps to catalyze your own success on the job.

Step 2 – Taking action
Brainstorm ways to take initiative on your current job.

Step 3 - Earn your stamp
Follow this link to [Earn Your Stamp](#).

Interactive Videos
Feature a short introduction and advice from current students

Consistent Theme
Students can “earn their stamp” by completing the attached module’s learning and reflection activities

Notable Features

- Embedded reflection activities
- Brainstorming exercises
- Additional resources
- Prompts for supervisor debriefs

Building on Initial Momentum

Because supervisor buy-in is key to this effort's success, Willamette has developed specific resources to support them. A section of the website outlines steps for successful collaboration between students and supervisors, and provides supporting materials such as a sample planning calendar and a performance evaluation form.

Looking forward, the Director of the Career Center is considering expanding Passport to Professionalism to a certificate program so that all students could complete it if they were interested.

New Passport to Professionalism Program Off to a Strong Start

Supervisor Buy-In Is Key

- Supervisors are introduced to Passport during an optional orientation session
- Supervisors and students collaborate to select most appropriate modules
- Supervisors review completed modules with students during debrief conversations



Setting the Tone for Learning and Development

“The response to the Passport has been overwhelmingly positive. Employers say the Passport helps address their onboarding and training concerns in critical areas, and it helps with mentoring interns and building a relationship of mutual respect and trust between the intern and the supervisor.”

*Career Services Staff Member
Willamette University*

Embedding Structured Reflection in Campus Jobs

Elevating the supervisor's role even further, the University of Iowa developed a program called Guided Reflection On Work Program, or IOWA GROW. This program builds reflection directly into the employment experience by facilitating structured conversations between supervisors and employees twice per semester to help students reflect on what they are learning in their roles.

After a 2009 student employee survey found that students overall were not engaged with on-campus work, Iowa's Vice President for Student Life Assessments worked with George Kuh to develop a program to help students make connections between their job and their academic learning, as well as future career goals. The program was piloted in departments with supervisors who were more inclined to participate in the student development conversations (for example, the Center for Student Involvement and Leadership). Then in the fall of 2012, it was implemented division-wide.

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



- 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

Program developers decided on two conversations per semester because it's a relatively low time commitment to ask of supervisors, but it still allows students the opportunity to grow in their reflection between the first and second conversations. Many supervisors have found the initial conversations with students to be more difficult because it may be the first time the student has considered their learning in this way, so the second session gives them an opportunity to reflect further.

There are significant resources provided to supervisors to support them in this initiative. This includes training during their orientation sessions but also resources they can access at any time on the website, including conversation prompts, sample questions, and guidance on facilitating more difficult conversations, particularly with students who may be struggling to make connections. Supervisors are also encouraged to send students the questions beforehand so they get an opportunity to reflect prior to the conversation.

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



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

After receiving feedback from supervisors that they'd like to be able to have deeper reflection conversations with more tenured student employees, the program developed some additional questions for more advanced student employees. This includes students who are beyond their first year of employment in the department, student employees with whom they have had more than two GROW conversations already, and student employees in their junior or senior years.

Another change based on feedback was allowing supervisors to facilitate group conversations rather than just one-on-one. Besides making it easier on supervisors to keep up with the program's requirements, contacts also report that small groups can lead to even more reflective and fruitful discussions.

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

To evaluate the program, a survey is sent to all student employees, including those who did not participate in IOWA GROW. The survey asks about nine key outcomes of student employment, including written and oral communication skills, preparation for real-world employment, multicultural competence, time management, and critical thinking, to name a few.

Overall, students who participated in the program are more likely to report gaining these skills, whereas non-participants are more likely to report that the major benefit of being a student employee was earning money. In addition, 56% of IOWA GROW participants report that their job helped them learn about career options, while only 27% of non-participants did.

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%

Percentage of IOWA GROW participants who agree/strongly agree that their job has helped prepare them for the world of full-time employment¹

75%

Percentage of IOWA GROW participants who agree/strongly agree that their supervisor helped them make connections between work and life as a student²

75%

Percentage of IOWA GROW participants who agree/strongly agree that their job has helped use critical thinking skills to form opinions and solve problems³

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

Concluding this section, we have summarized the key themes and recommendations raised so far, including quick wins for framing student employment as a skill-building opportunity and longer-term strategies for developing opportunities for professional reflection and growth.

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

Source: EAB interviews and analysis.

Study Road Map

1 | Essay

2 | Guiding Student Leaders to the Next Level
Tactic #1: High-Impact Program Add-Ons
Tactic #2: Co-curricular Capstone Experience
Tactic #3: Tailored Student Leader Development Tracks

3 | Recalibrating the Student Employment Experience
Tactic #4: Self-Service Resume Builder Tool
Tactic #5: Front-Loaded Career Training
Tactic #6: Skill-Focused Job Descriptions
Tactic #7: Professional On-Campus Internships
Tactic #8: Online Professional Development Modules
Tactic #9: Structured Employee Reflections.

4 | **Hardwiring a Smarter Co-curricular Experience**

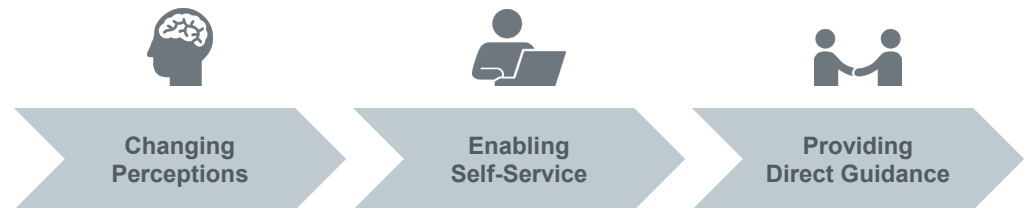
Tactic #10: Skill-Building Branding Campaigns
Tactic #11: Self-Guided Involvement Portals
Tactic #12: Student Engagement Coaches

5 | Coda: Navigating the Path Ahead
Approach #1: Document Student Learning
Approach #2: Develop Robust “Out of the Classroom” Curriculums
Approach #3: Implement Institution-Wide Requirements

6 | Toolkit Resources
Supporting Student Leaders
Elevating Student Employment
Reframing Co-curricular Involvement
Documenting Co-curricular Learning

Hardwiring a Smarter Co-curricular Experience

A significant part of this challenge is ensuring more students get involved with high-impact experiences at the outset. Student Affairs is in a unique position due to all of the learning opportunities that fall within the division. To get more students to engage more intentionally with all of these opportunities, in the following section we recommend: building student awareness about the potential value of on-campus involvement, providing the tools for them to select relevant opportunities for themselves, and, finally, providing more direct support to harder to reach students.



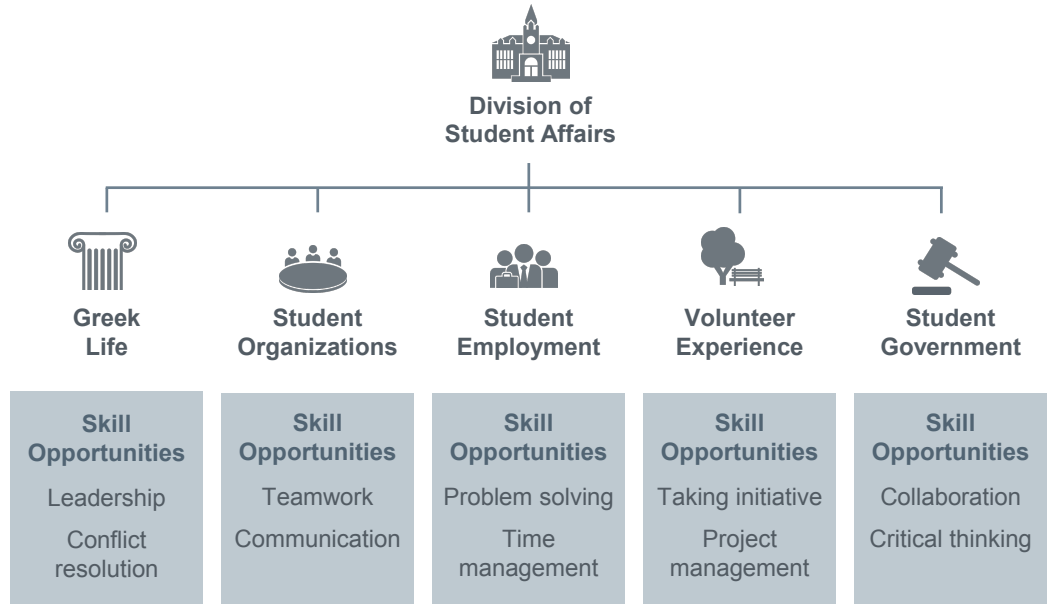
Source: EAB interviews and analysis.

A Plethora of Occasions for Skill Development

There are several opportunities within student affairs for students to get involved, many offering tremendous potential for skill development. Whether it's teamwork and communication through involvement in a student organization, or taking initiative through a volunteer experience, students are developing these skills outside of the classroom.

Still, there remain two problems. First, experiential learning requires that the learner recognizes and reflects on the experiences they are engaging in, making that engagement more intentional. However, most students get involved with campus activities for their own reasons, whether it's because their friends or roommates are joining a certain club, they want to give back through volunteer opportunities, or simply for fun. In most cases, students are unaware of the skill development inherent in these opportunities.

Significant Learning Already Happening Within Student Affairs



Source: EAB interviews and analysis.

Missed Opportunities for Experiential Learning

This is one of the most common themes heard in EAB research with career center directors and other student affairs professionals: students may become involved in a number of different activities, and even if they think to put them on their resume—which many do not—they do not know how to talk about them.

The other group of students at a disadvantage are those who do not engage at all. While for some this will not change no matter what we do, there are others who, if they knew the professional and personal development these opportunities provide, would be more likely to take advantage of them.

This situation presents a huge opportunity for student affairs to take the lead in helping students make the connection between their academics, their involvement, and their future goals.

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*

Changing Perceptions

This starts with efforts to change perceptions on campus about the value of co-curricular involvement, so that not only will students engage more often and intentionally with all of these opportunities, but they will also be more aware of the developmental value of activities in which they are already involved. Getting students to effectively articulate this value is easiest if it starts at the beginning, when they are making the decision to join.

Institutions should also provide tools to enable self-service, giving students the ability to educate themselves about and navigate the range of opportunities available, and to pick the most appropriate ones for themselves. Many students prefer to access resources on their own (often online) and avoid unnecessary and often lengthy staff appointments. Enabling self-service also frees up staff time to spend on higher order needs.

Some students, though, will not have the will or motivation to access these resources on their own. Therefore, the final step schools must take is to provide more direct guidance, even “hand-holding,” to harder to reach students.

Rebranding Campus Involvement

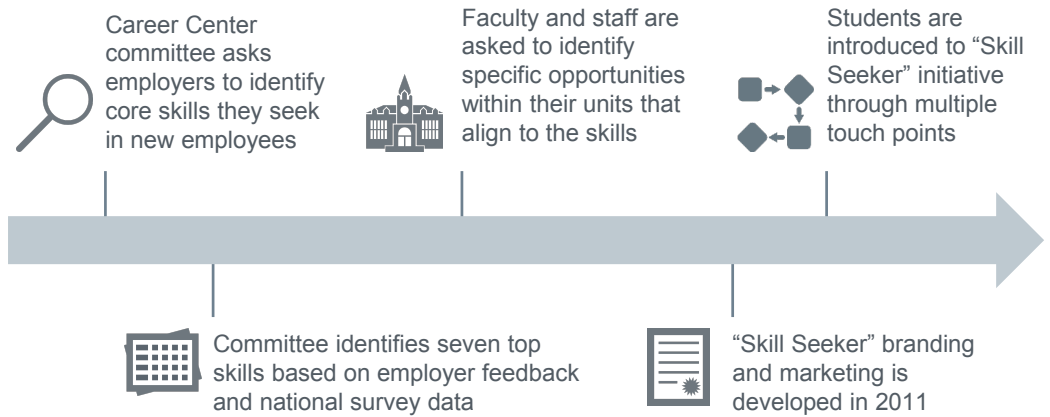


Marketing Skill-Building Opportunities

With these goals in mind, UNC Wilmington undertook a comprehensive rebranding campaign—the “Skill Seeker” Initiative—in 2010. Recognizing that their campus programs were not framed as skill-building opportunities, but marketed simply as options for involvement based on student interest, they decided to leverage the wide range of existing programs and provide consistent messaging to students about their value.

Using a combination of surveys, research, and employer outreach, the Career Center developed a master list of seven essential skills sought by employers, which became the core element of the Skill Seeker program. They then sent the list to faculty and staff, asking them to identify specific opportunities within their departments that aligned to each skill. In 2011, the branding and marketing for the Skill Seeker campaign was developed, and students are now introduced to the concept at multiple points throughout their campus experience.

UNC Wilmington’s “Skill Seeker” Initiative



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.’”

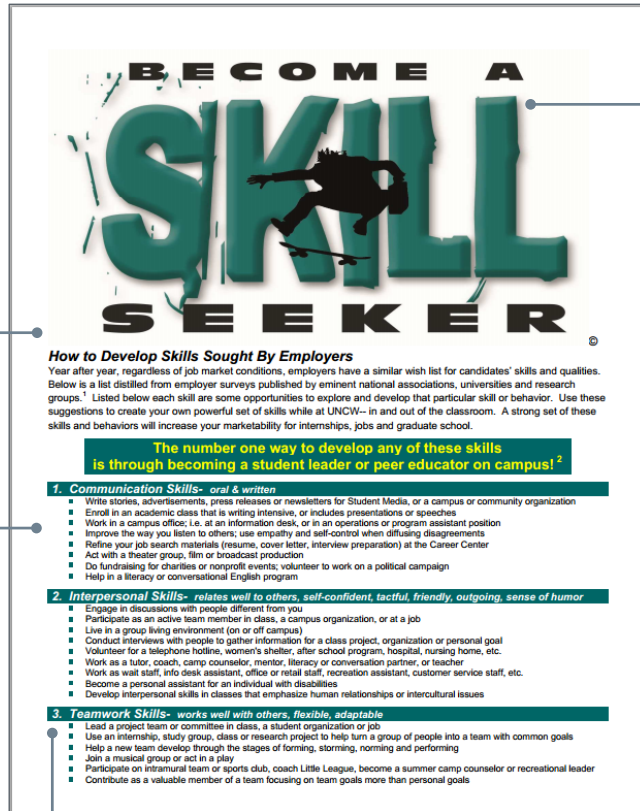
*Andy Mauk, Director of Student Affairs Assessment, Research & Planning
University of North Carolina Wilmington*

“Become a Skill Seeker”

The most visible element of the campaign is the flyer, which lists the top skills and provides a robust list of options that students can access to develop each skill.

Since demand for these skills is fairly constant, Wilmington does not anticipate having to make substantial changes to the list, so the staff time spent on it was a one-time cost. They do receive feedback on an ongoing basis—from departments who have additional suggestions for activities to add, or activities that are no longer offered to remove—and will tweak the flyer as a result each year, but the changes and effort required are minimal.

UNC Wilmington’s Initiative Rebrands 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 group or act in a play
- Participate on intramural team or sports club...

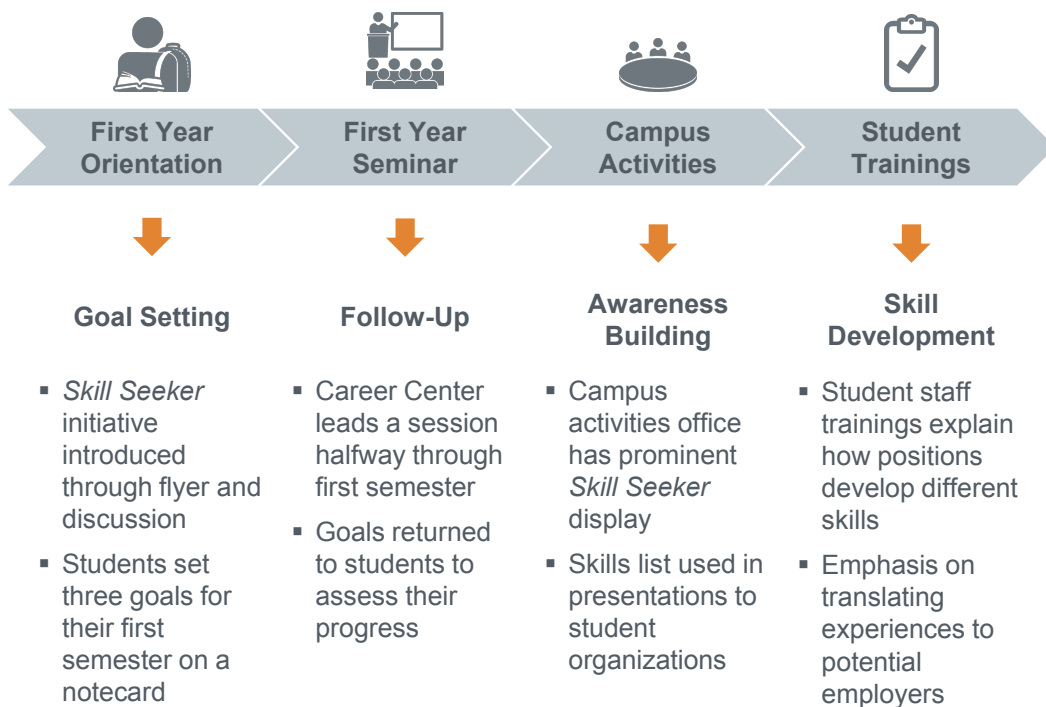
Source: EAB interviews and analysis.

Consistent, Far-Reaching Messaging

The logo and messaging have served as a common thread throughout campus programming. During an hour-long session at freshman orientation, the Skill Seeker concept and flyer are introduced, and staff lead students in a discussion about the importance of skill development. Staff then distribute notecards, and each student is required to set three skill development-related goals for their first semester, pulling items from the Skill Seeker list. Then, during their first year seminar course a few months later, students are given back their notecards and asked to consider the progress they've made toward their goals.

The concept is further reinforced through messaging in the student activities office, in presentations to student organizations, and in trainings for student employees, such as RAs.

“Skill Seeker” Concept Reinforced at Multiple Touch Points



Source: EAB interviews and analysis.

Reconceptualizing Involvement on Your Campus

Though Skill Seeker is a major initiative requiring cross-campus collaboration to incorporate it into a wide range of student activities and touch points, its only concrete expense is the cost to print the flyers. This idea represents a fairly simple add-on to existing programming, and a way to highlight the value of the opportunities you are already providing to students, with no new program development necessary.

While the program is still too new to have a graduating class, they plan to eventually ask graduating seniors if they remember the program, and whether and in what way it was helpful in their career search process.

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 preexisting 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

Once students are aware of the potential value for skill development through campus involvement, the next step is to provide them with the tools to identify and select the opportunities that will be the most appropriate and beneficial for them.

Providing Students with the Tools to Make Informed Decisions



Source: EAB interviews and analysis.

Expanding the Major Map

This year, Queen's University completed a multiyear initiative to develop major maps for every undergraduate program. This was a large undertaking, with one career counselor dedicating one day per week to the project for a full year. They also hired a student worker to collaborate with each academic unit to enter customized content into the template for each major.

What is unique about the Queen's version is that they created double-sided maps. One side has the map itself, featuring activities for each of a student's four years on campus, including: course selection, co-curricular opportunities, internship programs, a clubs directory, and information on using LinkedIn and professional associations. The other side, however, focuses on skill development.

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

DRAMA MAJOR MAP FOR UNDERGRADUATES 2014-2015

DRAMA AT QUEEN'S

WHY STUDY DRAMA AT QUEEN'S?

At Queen's you can balance the study of theatre from theoretical and practical perspectives. Presentations and workshops by guest artists and scholars as well as student participation in main stage and studio production for the public bring breadth and depth to Drama programs. For students interested in collaboration between the fields of Drama and Film and Media, there is a special field concentration in Stage and Screen Studies.

WHAT PROGRAM OPTIONS ARE THERE?

- Specialization - Bachelor of Arts (Honours) in Stage and Screen
- Specialization - Bachelor of Arts (Honours) in Computing and the Creative Arts
- Major (A.M.) - Bachelor of Arts (Honours)
- Minor in Drama with Bachelor of Arts or Science

See the department website for course requirements.

WHAT DO EMPLOYERS WANT?

- 1 Creative skills
- 2 Problem solving skills
- 3 Analytical abilities
- 4 Leadership skills
- 5 Industry specific knowledge

HOW DO GET THE SKILLS I NEED?

It is important to develop a balanced skill set - many of which you will develop during your studies. To extend and broaden the crowd, take advantage through the multitude of clubs and activities in and around Queen's. Check out ideas in the Career & Experience section of this map.

WHAT CAN I LEARN STUDYING DRAMA AT QUEEN'S?

- Oral and written communication
- Research and time management - manage multiple long term projects
- Risk aware problem solving - focus on effective processes
- Critical thinking - comprehensive analysis of issues and ideas before coming to conclusions
- Creative thinking - content, synthesis, and transitions material to generate new forms and solutions
- Inter-cultural knowledge and competence - adapt empathetically to a changing, messy, and being
- Civic engagement - use theatre to make a positive difference to local communities
- Integrative learning - combine practical and theoretical knowledge and experience

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 be employable in future opportunities to employers and further education. For help with this, check out the Career Services "Skills workshop."

2014-2015 DRAMA MAJOR MAP

Visit careers.queensu.ca/majormaps.html for the online version with links!

BACHELOR OF ARTS HONOURS (SPECIALIZATION) | BACHELOR OF ARTS HONOURS (MAJOR) | BACHELOR OF SCIENCE ARTS (MINOR)

1ST YEAR

- GET THE COURSE YOU NEED:** Explore the new field of contemporary culture by taking DRAM 100. This course includes a weekly on location in Queen's Theatre activities.
- GET RELEVANT EXPERIENCE:** Audition for the fall and winter Departmental Major Productions.
- GET CONNECTED WITH THE COMMUNITY:** Find a quiet place to study or connect socially with other Drama Students in the common areas.
- GET THINKING CREATIVELY:** Queen's University International Centre is your first step in internationalizing your degree. Apply to QUC, online or get involved in their study groups, events and training opportunities.
- GET READY FOR THE FUTURE:** Grappling with program decisions? Meet an appointment in February or March to meet with our Program Coordinator.

2ND YEAR

- GET THE COURSE YOU NEED:** Take core courses in Theatre History (DRAM 200), Dramaturgy (DRAM 205) and Technical Production (DRAM 206).
- GET RELEVANT EXPERIENCE:** Build and perform sets, hang lights, keep the show going. Get ready to work on productions (DRAM 246 and 248) and 249. Launch your original proposal for production in the Student Studio Series.
- GET CONNECTED WITH THE COMMUNITY:** Get involved with the Departmental Student Council (DSC).
- GET THINKING CREATIVELY:** Is an exchange in your future? Start thinking about where you would like to study abroad. Apply in January for a 300 word exchange.
- GET READY FOR THE FUTURE:** Explore different careers of interest by reading books in the Career Services Information Area, such as Career Maps or Theatre Maps, or connecting with alumni on LinkedIn. Get your questions answered by a wide array of theatre professionals who regularly visit the department.

3RD OR FINAL YEAR

- GET THE COURSE YOU NEED:** Complete 1st year core requirements, take DRAM 300. Choose from advanced options in acting, playwrighting, design and technical production.
- GET RELEVANT EXPERIENCE:** Immerse yourself in great plays by participating in our three festival summer programs (DRAM 319 and 320A/320B).
- GET CONNECTED WITH THE COMMUNITY:** Look for summer work opportunities with faculty members and alumni of Queen's.
- GET THINKING CREATIVELY:** Do targeted networking with people working in careers of interest. Participate with Kingston performance groups such as First Stage and Real Cares. Attend guest productions by Theatre Kingston or touring shows at the Grand Theatre.
- GET READY FOR THE FUTURE:** Learn about new requirements for careers of interest - do they need additional education? Observe a professional play development workshop when the opportunity holds the interest of the department (see Queen's National Playwriting Competition).

4TH OR FINAL YEAR

- GET THE COURSE YOU NEED:** Apply to graduate or S.O.C.S. Join with the graduating class to your training together with the cognitive experience of DRAM 400.
- GET RELEVANT EXPERIENCE:** Investigate internships or full-time jobs related to career of interest. See to Queen's Career Services.
- GET CONNECTED WITH THE COMMUNITY:** Be a designer, crew head, stage manager or production manager. Take a leadership role on the Departmental Major Productions.
- GET THINKING CREATIVELY:** Do targeted networking with people working in careers of interest. Participate with Kingston performance groups such as First Stage and Real Cares - department alumni feedback group.
- GET READY FOR THE FUTURE:** Start applying to post or graduate schools or making plans for other adventures.

Where could I go after graduation?

- Acting
- Arts administration
- Arts advocacy
- Communications and Media Relations
- Cooperative Worker
- Designer (set / lighting / sound / design)
- Development director
- Director
- Drama Therapy
- Early Childhood Education
- Educational outreach
- Event planning
- Human Resources
- Journalism
- Law
- Marketing director
- Musician
- Producer / Screenwriting
- Public relations
- Publicist
- Risk management
- Social media coordinator
- Stage management
- Talent representation
- Theatre
- Theatre production
- Tourism
- TV/Radio broadcasting
- Visual Arts
- Volunteer - various annual fundraising

DRAMA

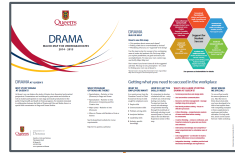
Source: EAB interviews and analysis.

Emphasizing High-Demand Skills

This second side of Queen's major maps highlight not only the high-demand skills that employers look for, but also provides descriptions of the specific skills students can expect to gain through their course of study in that department, helping students make connections between their current experiences and future goals. It also brings to their attention the skills they will be expected to develop in their course of study and should focus on when choosing involvement opportunities on campus.

The maps will be promoted at recruitment and orientation events, and during advising appointments. They will also be available online with active hyperlinks, where students can access and interact with them.

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

Searchable Online Involvement Directory

Queen's has paired the maps with the development of a searchable online involvement directory to help students select the best campus experiences to match their goals.

Two years ago, Queen's launched a working group to determine if they should implement a co-curricular record program for students. They discovered that students were not particularly interested in a record, but did like one element of the idea: a centralized place to search for campus involvement opportunities.

The directory serves as a central place for campus departments, clubs, and others, to post opportunities for students. Initial outreach to populate the directory came from the student government, which was involved in its creation, to student organizations.

In order to be eligible to be listed on the platform, opportunities must not be for credit, and be determined to offer meaningful learning and/or skill development. There are 15 learning outcomes or skills that can be tagged to a specific position when it is added to the directory by the host department.

The directory now contains almost 300 distinct involvement opportunities and is searchable by desired skill. It is also searchable by keyword, time commitment, and activity or position.

Queen's University Provides More Information in Selecting Opportunities

The screenshot shows the 'Co-curricular Opportunity Directory' search page. At the top, it states 'There are over 279 activities to search from.' Below this is a section titled 'SEARCH BY LEARNING OUTCOMES'. A text box explains: '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.' A scrollable list of 15 learning outcomes is provided: 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, and Technological proficiency. A blue 'Search' button is located at the bottom left of the list.

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

Though it did take some effort on the front end to put in place, the directory is a valuable tool both for students and staff. It empowers students to take their development into their own hands, and connect with relevant and high-impact experiences with minimal staff guidance. Because each student's goals and interests will vary, providing them with a self-service tool and equipping them with the information they need to make smart decisions will allow institutions to reach many more students than they would be able to through traditional one-on-one appointments.

Furthermore, since the directory is populated by the hosting organizations themselves, and they are incentivized to keep it updated, there is minimal upkeep required on the part of any one Student Affairs staff member.

Finally, putting students in charge of their own development trains them to be better advocates for themselves and their experiences in the job search later on. Being aware of the developmental potential of any activity they engage with while on campus ensures that they will think of that activity in terms of the skills it gave them when translating it onto a resume or talking about it in an interview.

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

Source: EAB interviews and analysis.

Providing Direct Guidance

Providing self-service tools will not affect all students equally, however. There are some students who will remain confused or skeptical about their options, and who will need more targeted and directive support. While staff can help here, EAB sought an approach that would be more scalable and effective in reaching a larger number of students.

Reaching Lesser Engaged Students



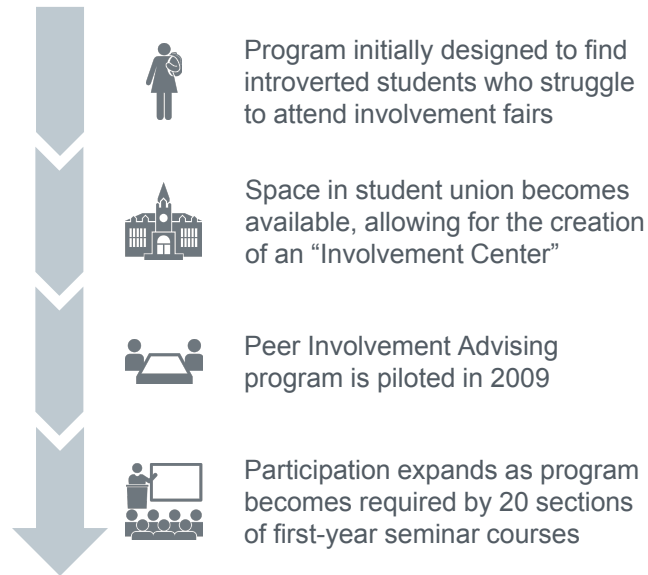
Source: EAB interviews and analysis.

Personalized Student Involvement Coaches

In an effort to reach introverted students who may struggle to attend involvement fairs, Stephen F. Austin State University (SFA) created an Involvement Center featuring Peer Involvement Advisors. Students come in and meet with peer advisors to receive guidance and support in becoming more involved on campus.

Initially, the advising sessions took place as a result of foot traffic through the Involvement Center, capitalizing on its central location. Due to its success, and to continue to reach more students, the advising program has expanded and is now mandatory for students in 20 sections of SFA's first-year seminar course.

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



How Big Is Your Appetite?

During appointments, Peer Advisors ask students a series of questions to help them decide what campus activities are right for them, starting with the most important: “What do you hope to learn through your involvement?” For students who see on-campus involvement as simply something to do for fun, this is a surprising but essential introduction to its potential value.

Peer advisors use a “menu” to show students options and guide them through what might be a good fit for them and their goals. Activities on the menu are categorized by level of commitment, with “appetizers” like one-time service projects, and “main courses” like leadership positions within student organizations.

Students then fill out a “personal menu,” which lists the opportunities they selected as well as the associated contact information to encourage them to follow through. The advisor also fills out a form with notes about the student, which is used as the student’s file for follow-up.

Student Involvement Menu Guides Advising Sessions

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?

Appetizers
If you enjoy something sweet and special every now and 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 commitment 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

Source: EAB interviews and analysis.

Following Through and Assessing Impact

There are around six Peer Involvement Advisors each year, as well as a “managing director,” who helps supervise the others. Their training focuses on counseling skills and working effectively with students who are less eager to get involved. They are also given an overview of all involvement opportunities on campus, and expected to use that knowledge in appointments, sharing ideas beyond what appears on the advising menu.

For follow-up, advisors send a personalized email to each advisee two weeks after the advising session to check in on their progress and offer additional support. To assess the program, students complete a quick 10-question survey at the end of their initial appointment, and then students are asked to complete a longer assessment in the later follow-up email.

The assessment asks if the student has connected with a student organization. The vast majority (88%) have, and if one has not, they will ask why and try to troubleshoot a solution. The most common reason given is schedule change.

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

Impressive Results for Program Participants

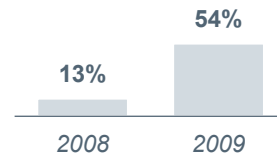
Between 2008 and 2009, the year the program was implemented, SFA saw their retention rate rise from 89% to 95%. While they cannot attribute all of this growth to the creation of this program, contacts feel strongly that it was a huge contributor to these changes.

One might assume that all the students who undergo involvement advising have elected to do so, so of course they are the ones more likely to persist. However, SFA found the retention rate remained higher than the general population even after Involvement Advising became mandatory in some first year seminars, meaning all students were not self-selecting.

This program is beneficial to the Peer Advisors as well, who report having greater appreciation for all of the opportunities to get involved on campus, as well as increased confidence in their abilities as a leader.

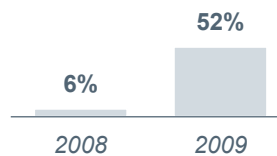
Peer Advisors Have a Meaningful Impact on Students' Experience

Greater Participation in Student Organizations



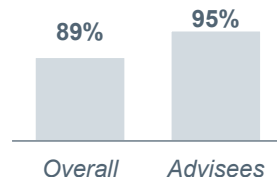
■ Students who say they "actively participate" in a student organization

Building More Student Leaders



■ Students who say they are leaders of a student group

Higher Retention Rates



■ 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*

Source: EAB interviews and analysis.

Hardwiring a Smarter Co-curricular Experience

To conclude the section on hardwiring a smarter co-curricular experience, we have summarized our recommendations to develop tools to highlight the value of campus involvement and provide support for making strategic involvement choices.

EAB Next Step Recommendations

Quick Wins



Develop tools to highlight the value of campus involvement

- Skill-building branding campaigns
- Searchable online involvement directory

Long-Term Strategies



Provide support for making strategic involvement choices

- Skill-focused involvement maps
- Personalized student involvement coaches

Source: EAB interviews and analysis.

Study Road Map

1 | Essay

2 | Guiding Student Leaders to the Next Level
Tactic #1: High-Impact Program Add-Ons
Tactic #2: Co-curricular Capstone Experience
Tactic #3: Tailored Student Leader Development Tracks

3 | Recalibrating the Student Employment Experience
Tactic #4: Self-Service Resume Builder Tool
Tactic #5: Front-Loaded Career Training
Tactic #6: Skill-Focused Job Descriptions
Tactic #7: Professional On-Campus Internships
Tactic #8: Online Professional Development Modules
Tactic #9: Structured Employee Reflections.

4 | Hardwiring a Smarter Co-curricular Experience
Tactic #10: Skill-Building Branding Campaigns
Tactic #11: Self-Guided Involvement Portals
Tactic #12: Student Engagement Coaches

5 | **Coda: Navigating the Path Ahead**
Approach #1: Document Student Learning
Approach #2: Develop Robust “Out of the Classroom” Curriculums
Approach #3: Implement Institution-Wide Requirements

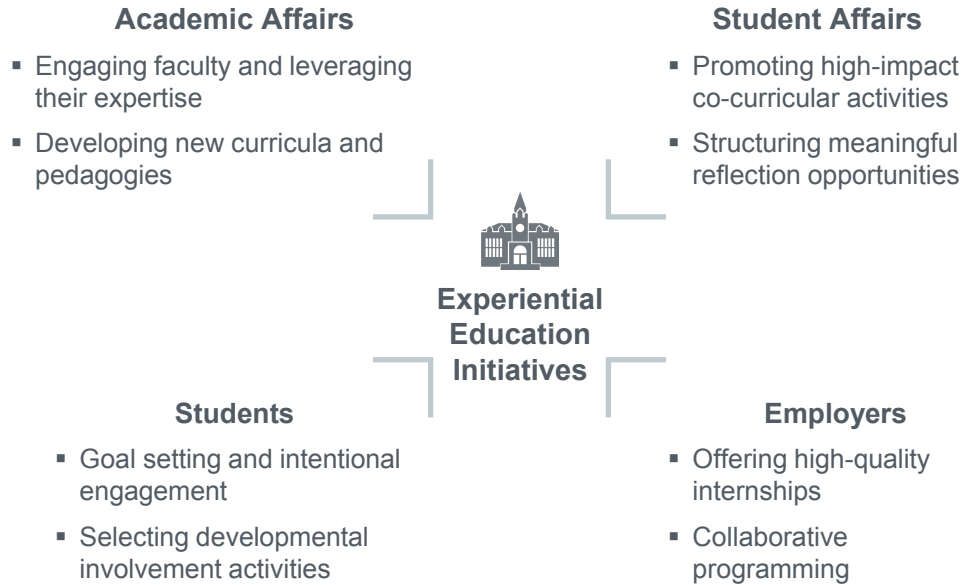
6 | Toolkit Resources
Supporting Student Leaders
Elevating Student Employment
Reframing Co-curricular Involvement
Documenting Co-curricular Learning

Experiential Education as an Institutional Priority

There are many ways experiential learning commitments could evolve on one's campus, depending on senior administration, strategic plan, resources, and student body, among many other factors. EAB has pulled together the most popular trends and common approaches to experiential learning to consider the merits and potential challenges associated with each approach.

Unlike many of the other topics the Student Affairs Forum has covered in previous years, experiential learning does not fall strictly within the purview of student affairs. While we have outlined actionable ideas that will help student affairs contribute to, or even lead, efforts toward this institutional priority, the fact is that there are many other stakeholders engaged in experiential education efforts.

Student Affairs Just One of Many Actors on Campus



Source: EAB interviews and analysis.

Top-Down Pressure to Act Now

Experiential learning is increasingly an institutional priority and there is a lot of pressure—often from the very top—to take action. In fact, many schools that have already made significant progress in implementing or mandating robust experiential learning programs, report that it was due to a directive from either the President, Chancellor, or, in some cases, Systems Superintendent.

The following section considers what those mandates might mean for other institutions and explores ideas for how student affairs might take the lead. This is an opportunity for divisions to highlight their value, whether in the face of mandates from senior administration or not.

At many institutions, there is a growing movement toward campus-wide documentation, whether in the form of a co-curricular transcript or record, or an e-portfolio. At some, they are rethinking co-curricular involvement as a curriculum in itself, and developing programming to support and promulgate that. And an increasing number of institutions are implementing experiential learning requirements, which can take many forms.

Student Affairs and the Paths Ahead

Three Potential Approaches for Experiential Learning on Campus

1

Campus-Wide Documentation

- Co-curricular transcripts
- E-portfolios

2

Formal Outside the Classroom Curricula

- Robust co-curricular offerings
- Formalized tracking of involvement

3

Experiential Learning Requirements

- Graduation requirements
- Curriculum integration

Campus-Wide Documentation Tools

A co-curricular transcript refers to a tool that allows students to showcase their involvement, learning experiences, and overall achievements while on campus. A system generally lists all of the possible involvement opportunities, and, in some cases, the associated learning outcomes. Students add activities to their record, and eventually they can present their “co-curricular” transcript, alongside their academic one, to prospective employers.

Many institutions feel that the existence of this transcript, and the ability to validate campus involvement, will act as an incentive for students to become more involved on campus. It is also a way for the school to emphasize to students the importance of campus involvement.

However, there is skepticism that a “checklist” document is a real testament to student learning, and that employers are interested in a document like this, especially with hiring done through electronic systems that may not give the option of providing documents beyond a resume and cover letter.

Co-curricular Transcripts Track and Report Student Involvement



Co-curricular Transcript

An electronic tool or print document that allows students to showcase their areas of involvement, learning experiences, and overall achievements while on campus



Benefits

- Tool for institutions to emphasize the importance of co-curricular involvement
- Relatively light lift to maintain
- Incentive for students to engage more in campus offerings



Drawbacks

- Logistics of activity verification and tracking
- Limitations of a “checklist” document to validate student learning
- Skepticism about employer interest

“Both a Process and a Product”

One of the major critiques of co-curricular transcripts is that they do not ensure students are actually learning anything, and that a checklist doesn't effectively translate skill development or high-impact experiences for employers

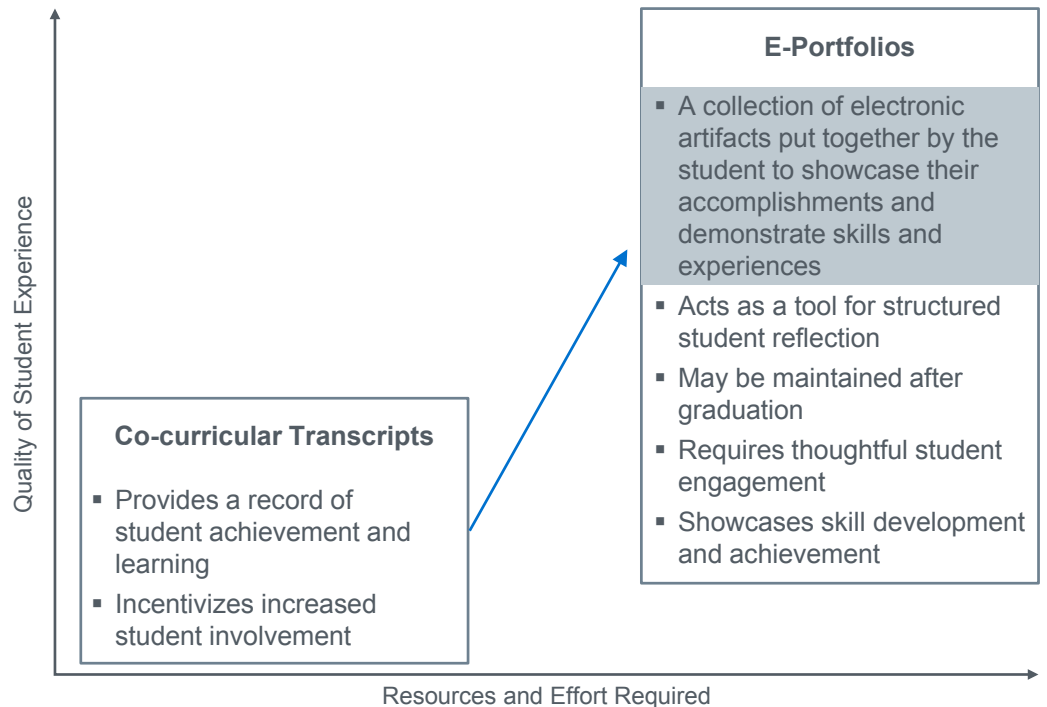
For that reason, some institutions have adopted e-portfolios instead. An e-portfolio is a collection of electronic artifacts that is put together by the student to showcase their accomplishments and demonstrate their skills. They provide more tangible evidence of skill development by allowing for the inclusion of artifacts, such as images, blog entries, other text files, and hyperlinks.

But the final product is not the singular value of the e-portfolio. Many contacts emphasized that it was actually the process of creating and assembling the e-portfolio, which requires thoughtful engagement and reflection on accomplishments, where its true value lies.

However, because students must create the portfolios themselves, these initiatives are more complex to implement, and much more difficult to scale institution-wide.

E-Portfolios Are a Heavier Lift but Have Greater Potential

Weighing Co-curricular Documentation Options



Source: EAB interviews and analysis.

An E-Portfolio Success Story

Some schools have had success with e-portfolios, including Loyola University in Chicago. Theirs was the result of a joint initiative from the President and Provost, giving it more weight across campus.

In 2010, Loyola developed an e-portfolio program that was integrated into the freshman seminar course. The platform is a highly customizable online page that allows students to upload artifacts like resumes, links, writing, and coursework.

The initiative was successful in part due to senior level buy-in from the beginning, and that it is mandatory. In addition, integrating portfolio creation into a structured environment, like a first-year seminar course, ensures that students receive consistent guidance and close supervision as they develop their portfolios. It also helps that this occurs in the first year so students are introduced to the concept and its importance early on, and able to continue to develop the portfolio over the next few years.

Faculty resources include web tutorials and multimedia trainings. There is also a session on the use of the e-portfolios built into the annual mandatory training for faculty.

Loyola University Chicago Leverages First-Year Access Points

Joint President-Provost Initiative



- Goal: equip students to better articulate their experiential learning
- Overseen by a unit reporting up to the Provost, facilitating collaboration with Academic Affairs



E-Portfolios Mandated in First-Year Seminars



- E-portfolios have been integrated into first-year seminar courses since 2010
- Consistency of messaging and platform use are ongoing areas of focus



Robust Instructor Supports Developed



- Various levels of training provided to faculty
- Tools and resources developed to support faculty in embedding use of the tool into their curriculum



Key to Success: Instructor Support and Resources

- One FTE dedicated to the tool spends the majority of her time on faculty training and support
- Faculty resources include web tutorials, manuals, and multimedia trainings
- Training is mandatory for faculty each year and is built into the training they already do; introductory, as well as advanced and follow-up, workshops are offered

Source: EAB interviews and analysis.

The Road to Success

There are two key lessons learned from Loyola Chicago. The first is the rigorous vendor selection process they undertook before choosing TaskStream as their e-portfolio platform. They established a committee which developed technical criteria to use in evaluating possible vendors.

Vendors that met the criteria were sent an RFP, and a select few were invited to campus to interview. Contacts indicated that this process was important because stakeholders had different priorities, and this allowed them to reach consensus and ensure that the final tool met everyone's wishes.

The second lesson was the importance of holding both student and faculty focus groups throughout the process. These provided direction and brought up key questions for the committee to consider, and helped secure buy-in early in the process.

Lessons Learned from Loyola University Chicago

Rigorous Vendor Selection



- A committee of members from the Center for Experiential Learning, Information Technology Services, and the Faculty Center for Ignatian Pedagogy developed technical criteria to evaluate possible vendors
- Vendors that met the committee's criteria were sent an RFP and a select few were invited to campus to interview

Student and Faculty Focus Groups



- Faculty focus groups provided an opportunity to answer questions about how this tool could be used as a pedagogy to enhance teaching and learning
- Student focus groups revealed that students wanted the tool embedded into courses and the curriculum

Ongoing Student Engagement Is Crucial

Loyola has seen initial success with this program. In addition to the entire freshman class building e-portfolios, last year 3,440 were created outside of a course or program requirement. This represents great progress toward the goal of having all students keep their e-portfolios updated after they leave their freshman seminar course. The career center encourages students in promotional literature and through advising appointments not only to build their platform, but to keep it updated.

One way they hope to increase engagement is with a campus-wide competition launching this year. Students will submit their updated portfolios to a committee who will evaluate the portfolios, and winners will be eligible to win prizes.

Students are able to access, use, and update their platform up to two years after graduation and can purchase access after this time for a small monthly fee. While the technology is useful, Loyola emphasizes that the most important aspect is the process and pedagogy of taking time to unpack and reflect on experiential education.

Building on Early Momentum to Expand Campus Reach



Results

2,573 First-year students started building e-portfolios in 2013-14

3,440 E-portfolios created outside of a course or program requirement in 2013-14

5 Student workers assigned to first-year seminar courses to serve as peer mentors

Next Steps: Promoting Engagement Beyond the First Year

- 1 Campus-wide competition launching fall 2014 to incentivize engagement with the platform beyond the first year
- 2 Students will update their portfolios and submit them for review to a committee of Student and Academic Affairs members
- 3 Committee will evaluate portfolios using a rubric, including web design, digital storytelling, and general learning

4 Students will be eligible to win learning-related but highly valued prizes, such as free books the following semester

“Students Don’t Do Optional”

Like Loyola, Willamette implemented the use of e-portfolios in freshmen seminars, providing structured support for both student and supervisors. Taking the initiative a step further, they developed what is called “Your Willamette Plan,” which is a road map for students to create their e-portfolios over four years. It contains structured guidance to help students set, execute, and document their goals. Its electronic platform tracks tasks automatically to ensure students have completed them, and students are unable to register for classes if their process is incomplete.

To front-load support in the first year, Student Affairs was able to add a “lab” session to the first-year colloquium class, where they walk students through the “Willamette Plan,” placing particular focus on the “Taking Stock” section, which guides students through a self-assessment and goal setting exercise.

Willamette Provides Structured Support and Mandates Compliance



“Your Willamette Plan”

- A road map provided to students to develop their e-portfolios
- Support built into first year colloquium classes for students and instructors
- Structured guidance provided to identify, set, execute, and document goals
- Tasks automatically tracked electronically
- Students unable to register for classes if incomplete



“Lab” Session Embedded in First-Year Colloquium Classes

- Facilitated by Student Affairs staff volunteers
- Staff walk students through the WU Plan, focusing on the “taking stock” section
- Sessions are interactive and group process oriented



Getting Started

“In one year, you’re not going to change the world for students, but you can get the conversation started. It’s about helping them in their decision making toward their first destination.”

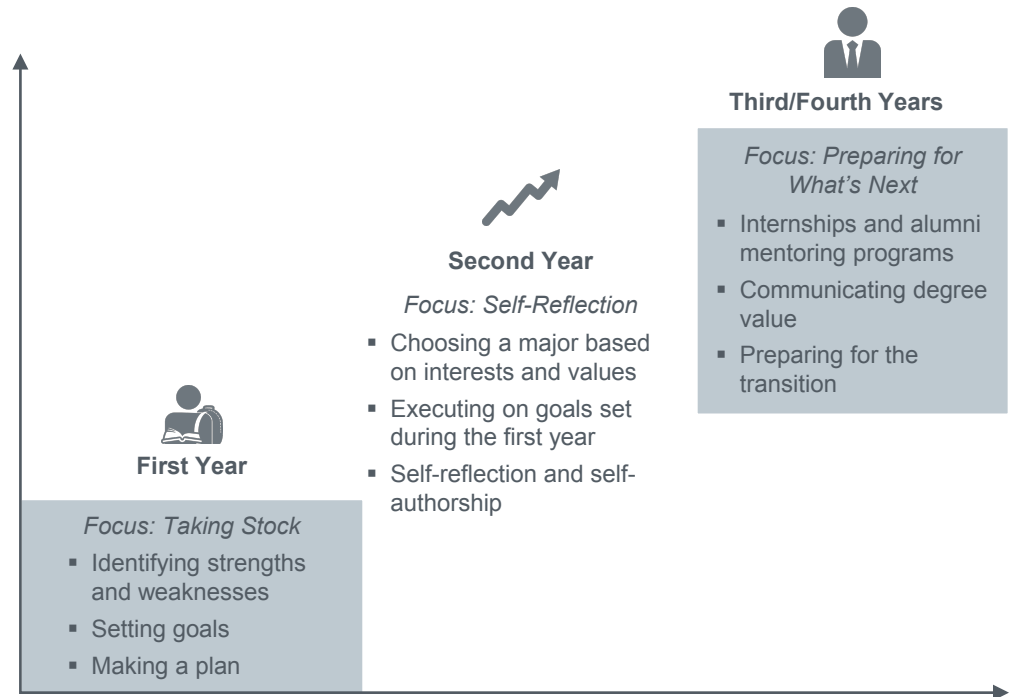
*Jerry Houser, Director, Career Center
Willamette University*

Mandating E-Portfolios Across All Four Years

Willamette has mandated the e-portfolio across all four years. Their e-portfolios are checked during second semester of first, second, and third year to ensure completion prior to class registration. This process was made possible by a collaboration between faculty, the registrar, and the career center.

There are different milestones and achievements students must meet each year, ranging from setting goals and making a plan in the first year, to self-reflection and selecting an appropriate major in the second year, to connecting with internships and alumni preparing for the transition in their third and fourth year.

Segmented Goal Setting and Planning Broken Out by Year



Source: EAB interviews and analysis.

Top-Down Pressure to Act Now

Campus-wide documentation is a trend we expect to continue growing, and these initiatives have a lot of potential if designed and implemented well. The second potential approach to campus-wide experiential learning is developing “out of the classroom” curriculums.

Student Affairs and the Paths Ahead

Three Potential Approaches for Experiential Learning on Campus

1

Campus-Wide Documentation

- Co-curricular transcripts
- E-portfolios

2

Formal Outside the Classroom Curricula

- Robust co-curricular offerings
- Formalized tracking of involvement

3

Experiential Learning Requirements

- Graduation requirements
- Curriculum integration

Developing a Comprehensive “Co-curriculum”

In an effort to help students make the most of their collegiate experience and gain a well-rounded co-curricular education, the University of Pittsburgh developed a program called the “Outside of the Classroom Curriculum.”

Seven years ago, the university established a curricular team to outline the goals and vision of the program, as well as select the specific growth areas, relating to the transferrable skills they wanted students to develop. After determining the growth areas for the curriculum, they surveyed existing campus programs to determine which activities would fulfill the requirements, and then mapped them to the growth areas. Finally, they worked with staff to launch new programs where the mapping exercise uncovered a gap in campus offerings.

The University of Pittsburgh’s Outside of the Classroom Curriculum (OCC)



Program Goals

- Help students make the most of their collegiate experience and have a well-rounded education
- Connect students with their peers and the range of programs and resources available on campus
- Help students develop the transferrable skills they need to be more attractive to employers

Curricular Team Outlines Goals and Vision

- 30 people; led by Vice President of Student Affairs and Dean of Students
- Created a vision for the program and determined growth areas

Survey Existing Campus Programs

- Determined which programs and activities would fulfill program requirements
- Mapped activities to program goals

Identify Gaps and Develop New Programs

- Highlighted areas where existing campus offerings were insufficient
- Worked with staff to launch new programs to address stated goals



Outside of the Classroom Curriculum

Source: EAB interviews and analysis.

Ten Key Areas for Student Learning

There are 10 curricular areas for which students must complete activities. Within each area, participants complete four of the core requirements and two of the electives.

Students have all four years to fulfill all of the requirements, many of which are things students are already doing. However, the program still requires a large commitment and a motivated student.

Providing a Comprehensive Development Road Map

A+

OCC's 10 Curricular Areas

- Leadership development
- Sense of self
- Career preparation
- Pitt pride
- Global and cultural awareness
- Wellness
- Service to others
- Appreciation of the arts
- Initiative and drive
- **Communication skills**



Communication Skills

Learning Outcome: Is effective and confident in oral, interpersonal, and written communication

Core Requirements: Complete 4	
OCC3100	Facilitate a formal meeting
OCC3201	Write for an award, scholarship, or grant
OCC3202	Write a research paper for publication
OCC3203	Write an article or short story for publication
OCC3300	Create and deliver a professional presentation

Elective Requirements: Complete 2	
OCC3002	Participate in Mediation Skills Training
OCC3008	Write for a publication or newsletter
OCC3011	Complete a teaching or tutor experience
OCC3012	Attend a personal statement writing program

Source: EAB interviews and analysis.

Driving Student Engagement with the OCC

Because this program is serving primarily highly engaged students, Pitt is trying to expand their reach through multiple channels. Starting at orientation, students are introduced to the OCC, and are encouraged to engage with it. They have built many of the orientation programs into the curriculum, so that students can actually earn up to 15 OCC credits during orientation week alone, giving them momentum as they begin. Typically over 96% of first-year students register and engage in some capacity with the OCC online platform during their first semester.

Students also learn about the curriculum at residence hall meetings. All RAs receive special training and are able to guide students through logging in and getting started. They are also providing a menu of programs to RAs—who are required to plan events and programs for their residence hall anyway—that meet the OCC criteria.

Pitt also offers workshops on the OCC that cover the curriculum and eligible programs, as well as the logistics of tracking and reporting. The sessions are interactive and guide students through self-reporting items in real time.

Leveraging Multiple Channels to Build Recognition

Three Key Access Points for First-Year Students



Orientation

- OCC introduced in the orientation package
- Guidebook App encourages students to access the curriculum
- Orientation programs are part of curriculum; students can earn up to 15 credits during orientation week



Residence Life

- Students learn about navigating the OCC curriculum at residence hall meetings
- All RAs receive training and are expected to help students log in
- RAs receive a menu of programs to plan that meet OCC criteria



Workshops

- Workshops cover the curriculum, eligible programs, self-reporting, and reflection
- Sessions are interactive; students bring their laptops and self-report items on the spot
- Workshops are held twice per month for 30 minutes

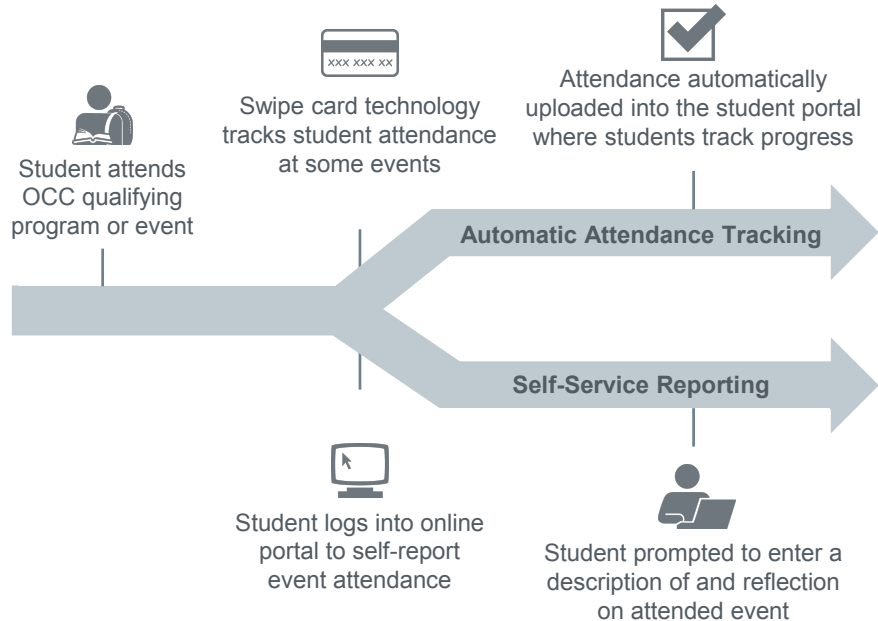
Source: EAB interviews and analysis.

Simple Tracking Facilitates Student Involvement

Pitt has tried to make tracking and reporting OCC events as simple as possible. At many OCC-eligible events, swipe card technology automatically tracks student attendance and uploads it into the student portal. At events without swipe card technology, students must log into the system to self-report the event, where they enter a short description of and reflection on the event.

Once a student has successfully completed all requirements of the program, they receive a transcript of their accomplishments. They are also inducted into the OCC Honorary Society, which gives them special privileges and access to high-profile events for the rest of their time on campus, including receptions with employers and campus leaders, alumni engagement opportunities, invitations to special campus events, and private sessions with dignitaries and performers on campus.

Logging Events into the System Made Easy



Once Curriculum Is Completed...

- A transcript of completed activities is generated
- Student is inducted into the OCC Honorary Society
- Student receives a green cord of distinction to wear at graduation

542
Students completed the OCC in 2014

Assessing the Program and Its Impact

Students report that the OCC helped them get involved, built their awareness of all the campus had to offer, and motivated them to do more.

In a completion survey, students also reported achieving many of the objectives the program's developers had in mind, including developing greater communication and leadership skills, and gaining a competitive edge in job and graduate school applications.

These results indicate not just that students are developing important skills through this program, but also that they are aware of them, and able to articulate and leverage them during their job search.

Student Surveys Highlight Learning and Skill Development



Enthusiastic Student Response

“The OCC is awesome, especially for freshmen who need a push to get involved. It's extremely comprehensive and completing it feels great.”

“OCC is a great way to motivate me to do activities outside the classroom at Pitt.”

“The OCC is an outstanding program that all students participate in, whether they realize it or not. I think it is important to make students more aware of the opportunities that are available to them.”

*Student Participants
2013-14 Completion Survey Results Report*



Exciting Initial Results

89%

Of participants report developing communication skills

90%

Of participants report developing leadership skills

83%

Of participants feel the OCC gave them a competitive edge in applying for employment or graduate/professional school

Source: EAB interviews and analysis.

Next Steps at the University of Pittsburgh

Looking forward, Pitt is in the process of developing specialized, professionally focused curriculums for different student segments, so that students can connect their involvement more closely with their academic and career goals. The new curriculums correspond to particular academic majors, schools, or interests, such as rehabilitative services or pre-law. To develop these 15 specific tracks, they spoke with employers and recruiters in those industries to identify which skills and experiences they most valued in new hires. They are planning to launch them this year.

Developing Specialized Curricula for Student Segments



Present

- University-wide initiative helps students achieve a well-rounded education
- Promotes student participation in a wide array of programs, activities, and events
- Organized around 10 growth areas to help students develop marketable skills for future employers



Future

- Students can choose from 15 specialized curricula
- Professionally focused curricula allow students to tie co-curricular experiences to professional goals
- Employer-sourced content means students are more likely to acquire skills valued within a particular industry

Source: EAB interviews and analysis.

Top-Down Pressure to Act Now

The final approach to consider is implementing experiential learning requirements on campus. This approach is likely the furthest down the road for most institutions, since making changes to general education requirements is not a short or easy undertaking, and requires significant infrastructure and support from senior leadership.

Student Affairs and the Paths Ahead

Three Potential Approaches for Experiential Learning on Campus

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- Formalized tracking of involvement

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Experiential Learning Requirements

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- Curriculum integration

Preparing Graduates for Careers and Lives

One of the most compelling arguments for mandating experiential learning is that many of the high-demand skills employers are looking for are best learned this way, and this is an area where current graduates are often perceived as weak.

For example, one survey of business leaders found that 35% would give the recent graduates they hired a “C” or lower for preparation, and 80% of them say that soft skills are the most important ones for an employee to have. If institutions are increasingly concerned with their alumni outcomes data and feeling pressure to prepare students for employment, a formal inclusion of this high-impact learning into the curriculum is an important way to signal that they are addressing the issue.

Compelling Reasons for Mandating Experiential Learning



The Future of Higher Education

“Our reading [of the Lumina/Gallup data] is that employers are still looking for those characteristics that have long been central to a liberal-arts education: skills of communication and critical thinking, innovation and collaboration, integrity and responsibility...

These qualities come not just from a single class but from a thoughtful and purposeful education. To the extent that these skills can be paired with experiential learning and creative problem-solving pedagogies, we will be preparing our graduates not just for their first jobs but for their future lives, which will very likely involve multiple jobs and career changes.”

*Marvin Krislov and Steven S. Volk
“College Is Still for Creating Citizens”
The Chronicle of Higher Education*



The Preparedness Gap

35% Of surveyed business leaders give the recent graduates they hired a “C” or lower for preparation

80% Of surveyed business leaders say soft skills are the most important in an employee

62% Of business decision makers agree that a degree is a sign of preparedness to enter the workforce

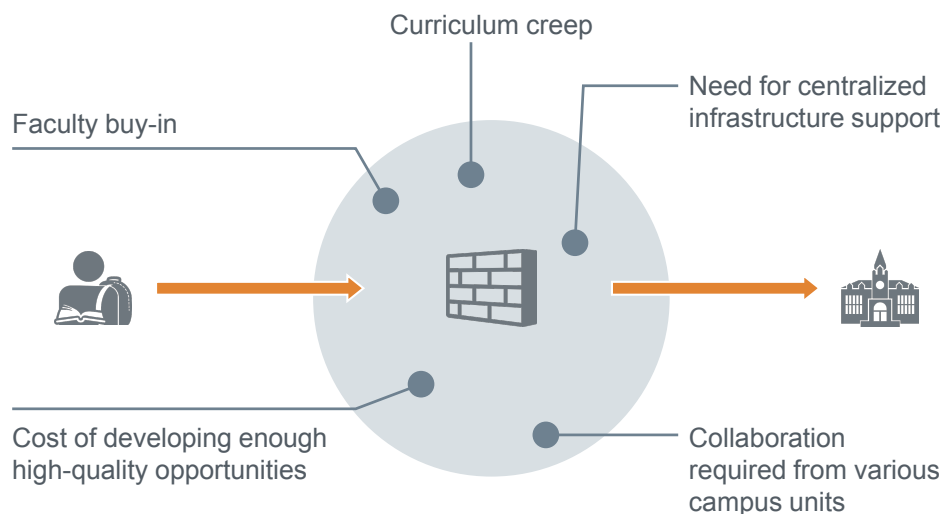
Source: Krislov M, Volk S, “College Is Still for Creating Citizens,” *Chronicle of Higher Education*, <http://chronicle.com/article/College-Is-Still-for-Creating/145759/>; Grasgreen A, “Preparedness Paradoxes,” *Inside Higher Ed*, <https://www.insidehighered.com/news/2014/01/29/debate-over-student-preparedness-work-and-whos-blame-when-its-lacking>; EAB interviews and analysis.

Lots of Barriers to Address

But even with all of the reasons to do so, implementing requirements proves difficult. The barriers include the cost and infrastructure required to ensure there are enough high-quality opportunities on campus, and the need for faculty buy-in and other collaboration across campus.

Aligning Efforts and Expectations Across Campus

Common Obstacles to Instituting Experiential Requirements



Source: EAB interviews and analysis.

A Handful of Innovators

Despite the challenges, a handful of institutions have implemented experiential learning requirements for all students. They look different on every campus, reflecting the varying environments and challenges each institution will face in these efforts.

For example, at Elon University—recognized as one of the first movers here—they have mandated that each student earn two distinct experiential learning credits before graduating. At Nebraska Wesleyan University, students must also complete two experiences, but one must be at an “exploratory level” during their first two years, and another at a more “intensive” level during their last two years.

Implementing Requirements for the Entire Student Body

Early Efforts to Mandate Experiential Learning



Elon University

Students must earn two experiential learning credits by: interning, study abroad, conducting independent research, service-learning, or holding a leadership position



Nebraska Wesleyan University

Students are required to complete experiential learning both at an exploratory level (during the first two years) and a more intensive level (during the last two years)



College of Saint Benedict and Saint John's University

Every student must complete at least one credit-bearing experiential learning activity



Kent State University

The requirement may be fulfilled by a course, a component of a course or a non-credit paid or unpaid experience; students must demonstrate they've met certain learning outcomes

Source: EAB interviews and analysis.

Where Does Student Affairs Fit?

To conclude, we have listed a few key questions around the role for student affairs in these efforts and in this environment. Consider using these questions with staff and senior leaders to help determine the best way forward for your institution.

Rightsizing Collaboration, Formal Roles, and Resources



Crucial Campus Barriers to Address

Collaboration

Building campus buy-in and structuring collaboration

Funding

Identifying available resources for new initiatives

Role Relegation

Creating efficient structures and systems to best serve students



Key Questions for Student Affairs Leaders

- What conversations are you having on campus around experiential learning?
- How can we prepare now for this possible eventuality?
- What would the barriers to implementation be at your institution?
- What is Student Affairs' role in this initiative? What is our role without it?
- What is the best path forward to serve students?

Source: EAB interviews and analysis.

Study Road Map

1 | Essay

2 | Guiding Student Leaders to the Next Level
Tactic #1: High-Impact Program Add-Ons
Tactic #2: Co-curricular Capstone Experience
Tactic #3: Tailored Student Leader Development Tracks

3 | Recalibrating the Student Employment Experience
Tactic #4: Self-Service Resume Builder Tool
Tactic #5: Front-Loaded Career Training
Tactic #6: Skill-Focused Job Descriptions
Tactic #7: Professional On-Campus Internships
Tactic #8: Online Professional Development Modules
Tactic #9: Structured Employee Reflections.

4 | Hardwiring a Smarter Co-curricular Experience
Tactic #10: Skill-Building Branding Campaigns
Tactic #11: Self-Guided Involvement Portals
Tactic #12: Student Engagement Coaches

5 | Coda: Navigating the Path Ahead
Approach #1: Document Student Learning
Approach #2: Develop Robust “Out of the Classroom” Curriculums
Approach #3: Implement Institution-Wide Requirements

6 | **Toolkit Resources**
Supporting Student Leaders
Elevating Student Employment
Reframing Co-curricular Involvement
Documenting Co-curricular Learning

Supporting Student Leaders

Student leaders are some of the most highly engaged and successful students at your institution. They also represent the student segment to which Student Affairs often has the easiest access, whether through residence halls, student organizations, or Greek life. In many cases, these students already have the experiences and skills that will serve them in the job search and beyond, but they need additional support to recognize, reflect upon, and articulate the value of their experiences. The following tools provide resources to support student leaders both throughout these experiences and as they make the final transition to graduation.

Skill Articulation Guides

Student leaders participate in a number of activities that are building high-demand skills like communication, teamwork, time management, and more. However, even the most highly engaged students often don't know how to talk about what they've learned from these experiences. When drafting a resume or preparing for a job interview, it is important for students to be able to communicate the value of their experiences by articulating the specific skills they learned from their co-curricular involvement.

One quick and easy way to help students do this is by providing a guide that highlights the skills gained from campus activities and provides sample resume language to describe them. This can take the form of a flyer or a webpage, or both. EAB recommends distributing hard copies during advising appointments, workshops, and student trainings, as well as making the flyers available in the career center, residence halls, the office of student activities, and any other locations on your campus where the highlighted activities take place.

Salisbury University did this with their *Market Your Experience* flyers, which you can find examples of at the *Experiential Learning Toolkit* website: www.eab.com/saf/experiential-learning.

Use the following guide to create your own flyers.

Step 1: Identify campus activities to highlight

Begin by identifying the activities on your campus that you'd like to feature. Some common ones might include Greek life, student government, student organizations, and resident assistantships. You may decide to include activities and positions unique to your campus, particularly if a significant number of students participate. Note that each activity will get its own flyer.

Activity #1: _____

Activity #2: _____

Activity #3: _____

Activity #4: _____

Activity #5: _____

Activity #6: _____

Skill Articulation Guides (cont.)

Step 2: Identify skills gained for each activity

For each of the activities you listed, identify 3 to 4 skills students typically learn through participation. Use the table and the examples provided below to develop your own list.

Activity	Skills
Greek Life	Problem solving Teamwork Communication _____ _____
Student Government	Leadership Problem solving Communication _____ _____
Clubs	Teamwork Project management Working with diversity _____ _____
Resident Assistantships	Time management Problem solving Leadership _____ _____

Source: Adapted from material shared by Salisbury University.

Skill Articulation Guides (cont.)

Step 3: Provide specific examples and resume language for each skill

In order to help students fully understand the value of their experiences and prepare to market them to employers, provide specific examples of tasks they may have completed that would demonstrate the skill listed. Then provide a short explanation of why each skill would be desired by an employer, and finally, include examples for recommended resume language.

The example below demonstrates how this might look for a Resident Assistant guide. Use the blank template on the following page to begin creating your own guides.

Activity: Resident Assistantships (Illustrative Example)

Skills	Example	Why Employers Need It	Recommended Resume Language
Project management	<i>Organizing a series of guest lectures and workshops on topics related to the residence hall's semester theme</i>	<i>Your employer will task you with large projects and wants to know that you are able to manage all of its smaller integral parts without needing continuous supervision</i>	<i>Designed, developed, and implemented social justice programming series for residents based on detailed project plan</i>
Teamwork	<i>Planning regular floor activities with a group of fellow RAs and volunteers</i>	<i>Much of your work will require collaborating with colleagues. Your employer wants to see that you are a "team player" who can help others towards a common goal while navigating different personalities and work styles</i>	<i>Collaborated with diverse team of committee members to delegate and manage residence hall activities</i>
<i>Additional Skill</i>	<i>Example of relevant task</i>	<i>Employers need this because...</i>	<i>Sample resume language here</i>

Source: Adapted from material shared by Salisbury University.

Skill Articulation Guide Template

Activity: _____

Skills	Examples	Why Employers Need It	Recommended Resume Language

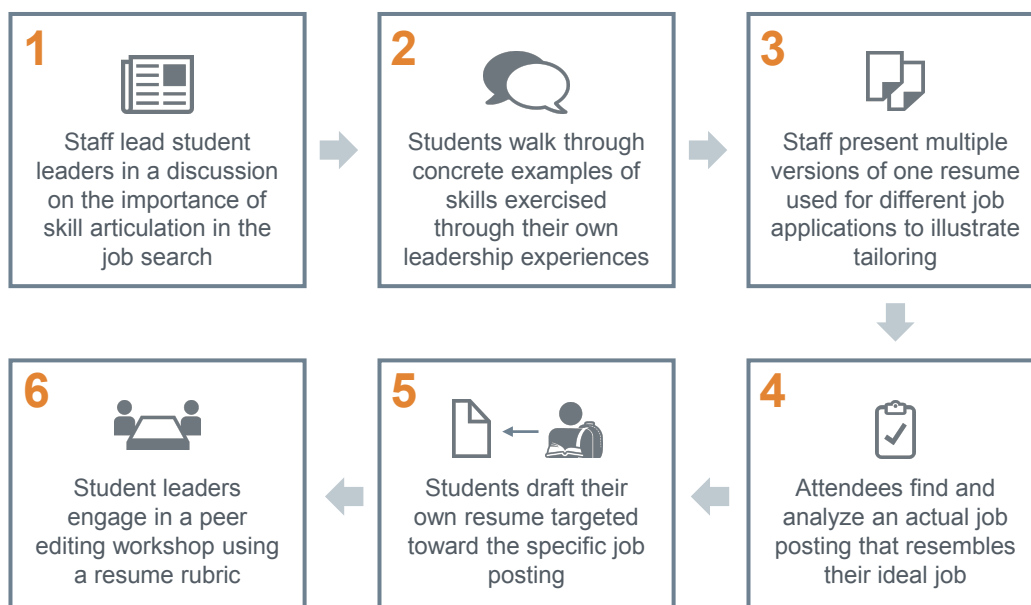
Source: Adapted from material shared by Salisbury University.

Facilitator Manuals for High-Impact Workshops

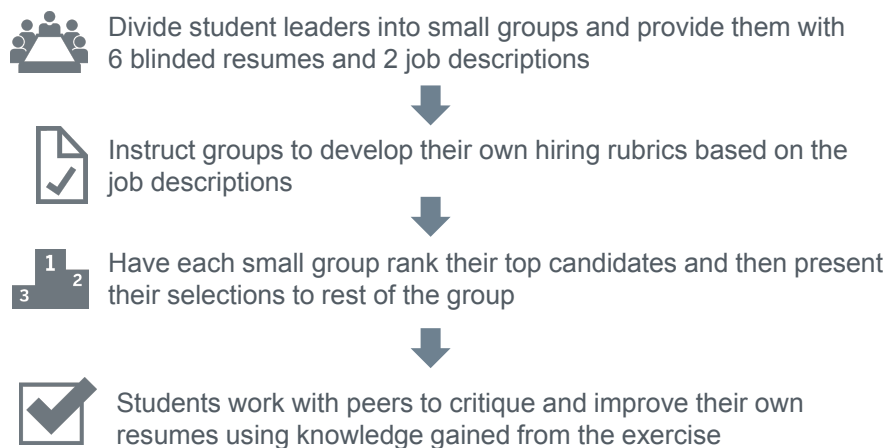
Students are often not exposed to job search training unless they actively seek it out. When they do receive such guidance, its focus tends to be on the style and formatting aspects of resume development. While this is important, it is also essential to teach students how to translate their transferrable skills in a way that will appeal to a specific employer.

The exercises below present two options for supporting the student job search: the first focuses on resume tailoring and the second gives students a glimpse into the perspective of a hiring manager. To reach more students, EAB recommends incorporating one of the exercises into existing student leadership programming such as trainings, retreats, and regular meetings. Both of the exercises can also be easily adapted as a focused debrief of a specific involvement opportunity or leadership position.

Option 1: Targeted Resume Development Exercise



Option 2: Mock Hiring Groups Exercise



Source: Adapted from material shared by Nebraska Wesleyan University.

Facilitator Manuals for High-Impact Workshops (cont.)

Logistical Considerations

Determine access points to student leaders that would be most conducive to incorporating these exercises:

Consider the multiple touch points you already have with student leaders, e.g., regular meetings, retreats, and/or training sessions.

1. _____
2. _____
3. _____

Identify campus partners to help facilitate these exercises:

Consider leveraging relationships with relevant units such as the Career Center, HR, and/or student activities.

Use the following facilitator manuals to implement the exercises on your own campus.

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Targeted Resume Development Exercise

Materials Needed

- 6 sample resumes
- 6 job postings
- *Optional:* Instruct students to arrive with:
 - Their own resume
 - A job posting of interest

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Targeted Resume Development Exercise (cont.)

Step 1: Discuss employer (mis)perceptions

Research has shown that employers do not place as high a value on experiences like study abroad, community service, and student organization membership as one might expect.¹ However, employers express a desire for the skills and competencies gained from these types of experiences. Explain to students how this disconnect is largely because applicants *fail to explain the connections between their co-curricular involvement and the desired job skills*. Consider using this table (from the Collegiate Employment Research Institute's study referenced above) alongside NACE's Top 10 Skills to illustrate this point:

Table 1. Employer Ratings on Importance for Selected Student Engagement, Including Study Abroad, in Reviewing Resumes in 1999 (% employers rated) N=327

Co-curricular Activity	Little importance (1-2)	Some to moderate importance (3-4)	Great Deal of Importance (5)
Summer Work (career related)	2	17	81
Internship	4	27	69
Co-op	8	29	63
Student Organization Membership	7	59	34
Community Service	16	68	16
Study Abroad	61	34	5

*measured on a 5-point scale 1: Little Importance to 5:Great Deal of Importance



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

1) Collegiate Employment Research Institute, "Unpacking Your Study Abroad Experience: Critical Reflection of Workplace Competencies," http://www.studyabroad.isp.msu.edu/people/unpacking_brief.pdf

Source: National Association of Colleges and Employers, "Job Outlook 2014," <http://www.naceweb.org/about-us/press/skills-qualities-employers-want.aspx>

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Targeted Resume Development Exercise (cont.)

Step 2: Brainstorm examples of skills developed through students' experiences

Now that students recognize how important it is how to articulate what they've learned from their experiences and how it connects to employers' needs, they should practice coming up with concrete examples. Below are some discussion questions to ask students for audience participation:

- *What is an example of a time you solved a problem in your role as a (student leader, club member, volunteer, etc.)?*
- *What is an example of a time you worked with a team to complete a project or plan an event?*
- *What challenges did you help your team successfully overcome?*
- *What is an example of a time you conveyed a new or complex idea to a group of people (verbal communication) through your student involvement?*
- *What is an example of a time you managed multiple commitments to successfully meet a deadline related to your student involvement?*
- *How might any of the skills you learned from the above examples add value to an employer or organization?*

Step 3: Demonstrate resume tailoring

After leading students through an inventory of their skills and experiences, introduce the concept and importance of resume tailoring: calling out and emphasizing the skills and experiences the student has that align with what a certain employer or job description is looking for. For this step, contacts recommend using two versions of the same person's resume used to apply to different jobs, pointing out key differences and how they are tailored to the job postings. You can pull real student resumes (making sure to anonymize them) from your career center, or mock up sample resumes for this exercise.

Questions for discussion with students:

- *How has the organization of the resume changed?*
- *What keywords were used in each resume?*
- *What experiences/achievements were given more space? Why?*

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Targeted Resume Development Exercise (cont.)

Step 4: Analyze real job descriptions

If students will have internet access during the exercise, next have them take a few minutes to search for a job description online, emphasizing that they should find a job they might actually be interested in. If computers are not available, you may either come with 5 to 6 job postings, or (if possible), instruct students prior to the workshop to come prepared with a job posting of their choice.

In small groups, have students share their job descriptions and consider the following questions for each one:

- *What kind of experience is required/desired?*
- *What keywords are used in the “Desired Qualifications/Skills” section?*
- *What specific responsibilities are listed?*
- *What skills and experiences do I have that align with what they are looking for?*
- *What are the three most important skills or keywords to highlight?*

Steps 5: Students draft targeted resume and peer edit

At this point, students should be equipped with the knowledge of their own relevant skills as well as a deeper understanding of the employer’s needs. The culmination of the exercise will be to craft a resume that shows employers how well the candidate’s skills and experiences match the desired qualifications.

Note: In the interest of time, students may want to come prepared with an existing draft resume rather than starting from scratch during the workshop.

If there is time at the end, students may work with their peers to review the new resumes using a resume rubric. Your institution’s career center may already have such a rubric. If not, there are many available online for your quick reference:

http://www.readwritethink.org/files/resources/30847_rubric.pdf

<https://www.amherst.edu/media/view/299600/original/ASIP%2BRubric%2Bfor%2BCover%2BLetters%2Band%2BResumes.pdf>

<http://www.wmich.edu/sites/default/files/attachments/u195/2013/NACE-Resume%20Rubric.pdf>

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Mock Hiring Groups Exercise

Materials Needed

- 2 job descriptions
- 6 blinded resumes
- Sample hiring rubrics

Step 1: Provide job descriptions and blinded resumes to small groups

After breaking students into groups of 5 to 6 people, inform them that every group represents a company's hiring committee. Their job is to identify the top 2 candidates for each position to invite in for interviews. Give each group two job descriptions and six candidate resumes, and assume that all six candidates applied for both positions. Resumes can be pulled from your career center (making sure to anonymize them), while job descriptions may be pulled from current job postings in your area

Step 2: Highlight keywords and create a hiring rubric

Provide each group with highlighters to identify relevant keywords in each job description. These keywords will help them flag what to look for in a candidate's resume, e.g., a specific skill, experience, or other requirement. This exercise mimics online scanner systems that highlight keywords in resumes, demonstrating to students how important it is to match their resume language to the job description.

The highlighted words will also populate the top row of the hiring rubric each group will create. Students may use the following template to judge each candidate's resume against the skills/keywords from the job description, using the rating scale provided on the following page.

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Mock Hiring Groups Exercise (cont.)

Hiring Rubric Template

Job Title: _____

Rating Scale: 0 – Doesn't meet expectation, or unknown
 1 – Meets minimum expectation
 2 – Meets average to good expectation
 3 – Meets good to high expectation

Candidate	Skill	Skill	Skill	Skill	Skill	Skill	Total
Candidate #1							
Candidate #2							
Candidate #3							
Candidate #4							
Candidate #5							
Candidate #6							

Source: Adapted from material shared by the University of St. Francis.

Facilitator Manuals for High-Impact Workshops (cont.)

Facilitator Manual: Mock Hiring Groups Exercise (cont.)

Step 3: Select and present top candidates

Using the scores calculated from their hiring rubric, groups should rank their top candidates for each position (note: the same candidate may be ranked for both positions). A representative from each group should present their top candidates to the larger group, after which you may facilitate a large group discussion.

For large group discussion, pose the following questions:

- *Which candidate(s) came out on top?*
- *Were the top candidates consistent across all the hiring groups?*
- *What made the top candidates stand out?*
- *For those candidates who scored lower, what was missing from their resumes?*
- *Did most hiring groups arrive at similar rankings? If not, what might account for the differences?*
- *Did any groups experience disagreement within their hiring committee?*

Step 4: Peer resume critique

At the end of the exercise, students should work in pairs to review and critique each other's resumes, applying the lessons learned about the importance of using keywords and speaking to employer needs.

Guide to Developing a Co-curricular Capstone

A co-curricular capstone program for graduating student leaders can provide comprehensive guidance for the transition to life after college. The series is an opportunity for student leaders to reflect on the entirety of their student experience, and learn how best to use those experiences as they prepare to graduate.

Step 1: Administer a content survey to student leaders

The content of the capstone workshops may vary depending on the unique needs of your student body. While there are some development needs that are likely shared by all of your students—for example, the ability to reflect on and articulate what they learned from their co-curricular involvement—some other transition topics might be more specific. Use this survey to help determine the areas in which your students need the most guidance. The survey should be administered to seniors (student leaders) in early fall to allow enough time for spring curriculum development. Consider distributing the survey via email to a student leader list serve, or in person at regularly scheduled meetings.

Guide to Developing a Co-curricular Capstone (cont.)

Transition Workshop Content Survey

Please help us ensure our workshop series contains content that meets your specific needs by completing the following survey.

1. What are some of your biggest fears about life after college?

2. What topics would you most like to see covered? Rank your top 4, with 1 being the most helpful:

- | | |
|--|--|
| <input type="checkbox"/> Financial Planning | <input type="checkbox"/> Interview Practice |
| <input type="checkbox"/> Graduate/Professional School Applications | <input type="checkbox"/> Marketing Your Skills and Experiences |
| <input type="checkbox"/> Resume Development | <input type="checkbox"/> Alumni Resources |
| <input type="checkbox"/> Finding a Mentor | <input type="checkbox"/> Other (Specify: _____) |
| <input type="checkbox"/> Networking | <input type="checkbox"/> Other (Specify: _____) |
| <input type="checkbox"/> Civic Responsibility | <input type="checkbox"/> Other (Specify: _____) |

3. What topics would you least like to see covered? Rank your bottom 4, with 1 being the least helpful:

- | | |
|--|--|
| <input type="checkbox"/> Financial Planning | <input type="checkbox"/> Interview Practice |
| <input type="checkbox"/> Graduate/Professional School Applications | <input type="checkbox"/> Marketing Your Skills and Experiences |
| <input type="checkbox"/> Resume Development | <input type="checkbox"/> Alumni Resources |
| <input type="checkbox"/> Finding a Mentor | <input type="checkbox"/> Civic Responsibility |
| <input type="checkbox"/> Networking | |

Guide to Developing a Co-curricular Capstone (cont.)

Step 2: Complete a co-curricular capstone planning matrix

Based on student feedback from the content survey, you may now plan your capstone curriculum. Use the form below to map out session topics, possible facilitators, materials needed, and any existing campus programs from which resources can be easily borrowed. EAB recommends developing content for four sessions, each one-hour long. Regardless of the results of the content survey, EAB recommends holding a session on articulating skills and experiences. This will be a valuable resource to have in preparing a resume, cover letter, or for a job interview.

Session Topic	Possible Facilitators	Materials	Related Campus Programs
<i>Topic 1: Marketing Your Skills and Experiences</i>	<i>Career Counselors</i>	<ul style="list-style-type: none"> ▪ <i>Skills Worksheet (see step 4)</i> ▪ <i>“Market Your Experience” handouts</i> ▪ <i>Discussion guide</i> 	<ul style="list-style-type: none"> ▪ <i>Career Center Resume Writing Workshop</i> ▪ <i>Mock Interview Trainings</i>

Source: Adapted from material shared by the University of North Carolina Wilmington

Guide to Developing a Co-curricular Capstone (cont.)

Step 3: Recruit student participants

Letter of Invitation

EAB recommends recruiting students to participate through a call for nominations from staff, and then a personalized invitation to nominated students.

Invitation Checklist:

- ✓ *Highlight selectivity of the program, emphasizing that students are nominated based on their achievements*
- ✓ *Summarize the purpose of the program and what students will get out of it*
- ✓ *Include session dates and other logistical details (time, place, etc.)*
- ✓ *Outline time commitment and other requirements for participation*
- ✓ *Provide instructions to register*

The letter of invitation will be most effective if it comes from a senior leader in the division.

For an example, refer to the sample invitation letter provided by UNC Wilmington, available on the Experiential Learning Toolkit website: www.eab.com/saf/experiential-learning.

Providing Meaningful Incentives

Encourage students to complete the full capstone program by providing a meaningful incentive. EAB research found that student leaders respond most enthusiastically to opportunities to build connections with alumni and employers through exclusive networking events.

Guide to Developing a Co-curricular Capstone (cont.)

Step 4: Use skills and meaningful experiences worksheets

As mentioned in step 2, all student leaders can benefit from a session dedicated to reflecting on their skills and experiences. Students should be instructed to reflect first on their experiences, and then on the skills learned over the course of their college career. The following two worksheets, adapted from UNC Wilmington, can be used to kick off the co-curricular capstone series. Encourage students to hold on to the worksheets and update them with additional skills/experiences they identify over the course of the sessions.

Guide to Developing a Co-curricular Capstone (cont.)

Meaningful Experiences Worksheet

Make a list of the most meaningful experiences you have had throughout your time in college. For each experience, list the skills it has helped you develop.

	Meaningful Experience	Skills
Academic	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Social	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Leadership	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Work	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Source: Adapted from material shared by the University of North Carolina Wilmington

Guide to Developing a Co-curricular Capstone (cont.)

Skills Worksheet

After creating an inventory of your most meaningful experiences and associated skills, list specific examples/anecdotes of how/when you demonstrated each category of skill.

Skills
Communication – Oral, Written, Listening (<i>Illustrative Example</i>)
Interpersonal – Relate well to others, sense of humor, outgoing, confident (<i>Illustrative Example</i>)
Teamwork – Work well with others, flexible, adaptable (<i>Illustrative Example</i>)
Initiative – Strong work ethic, risk taker, entrepreneurial (<i>Illustrative Example</i>)
Analytical – Problem solver, detail oriented, organized, strategic planner, creative (<i>Illustrative Example</i>)
Leadership – Communicate vision, action oriented, influence/motivate others, enthusiastic (<i>Illustrative Example</i>)
Technical – Utilize computer software & hardware, web and/or financial resources, media (<i>Illustrative Example</i>)

Source: Adapted from material shared by the University of North Carolina Wilmington

Guide to Developing a Co-curricular Capstone (cont.)

Step 5: Administer assessment survey

To ensure that your students are getting as much value as possible from your co-curricular capstone series, we recommend distributing an assessment survey to participating students following the last session. The feedback that you receive can be used to adjust the offerings that you include as part of the capstone and improve individual components of the program.

Guide to Developing a Co-curricular Capstone (cont.)

Questionnaire for Co-curricular Capstone Participants

We are constantly looking for ways to improve our program. Please take a few minutes to complete this questionnaire to let us know what about the program was helpful and what we could do differently to better prepare students for the transition of graduation.

1. Do you feel more confident and prepared for your transition out of college after completing this program?

Yes _____ No _____

2. Do you feel that this program provided sufficient preparation for your transition?

Yes _____ No _____

3. What were the most helpful elements of the capstone program?

4. What were the least helpful elements of the capstone program?

5. What was missing from the capstone program that you think would benefit students in the future?

6. Was the timing and scheduling of sessions convenient with your academic schedule? Why or why not?

7. What are the most important lessons you learned throughout the course of the capstone program?

8. Please record any other comments below.

Tailored Development Track Program Road Map

Institutions wishing to provide more comprehensive development to their student leaders, particularly those of student organizations, may consider designing a more tailored development program. This program would have a series of components meant to provide tailored support for those in specific leadership roles in student organizations, while also leveraging all of the high-impact programming already taking place on campus.

Program Components



Tailored Development Track Road Map (cont.)

Component 1: High-Impact Programs and Reflection

Step 1: Survey existing programs

A master list of existing programs will serve as the foundational element of the development tracks, as students will be asked to participate in a particular number (we recommend at least five) to complete the first step of the program. Consider what offerings already exist on campus that may be bundled and marketed as development opportunities for student leaders. This may include workshops offered through the Career Center, or programs within Student Activities or Residential Life such as leadership trainings or volunteer opportunities.

For this process, we recommend meeting with staff from across different departments to help populate the list. This will allow you to develop campus partners and increase buy-in for the program across the institution.

Department	Offerings
<i>Example: Career Center</i>	<i>Resume writing workshop Networking event</i>
<i>Example: Office of Civic Engagement</i>	<i>Alternative Break trips StrengthsQuest-based leadership workshop</i>

Tailored Development Track Road Map (cont.)

Step 2: Develop reflection guide

To ensure that students are deriving the most value from the programs they choose to attend, they should be required to complete a short reflection in order to receive “credit.” The reflection prompts, like those below, should be kept brief so as to not be overly burdensome, but instead simply encourage students to think about how each contributed to their development.

Sample Prompts:

- *What did you learn through this experience?*
- *How can you apply this to your current position within your organization?*
- *How can you apply what you learned here to your post-graduation goals?*

Tailored Development Track Road Map (cont.)

Component 2: Position-Specific Workshops

Step 1: Determine the tracks

Consider including at least three tracks in your development of these position-based workshops: one for organization presidents and vice presidents, one for treasurers, and one for students in event planning positions.

Track #1: _____

Track #2: _____

Track #3: _____

Track #4: _____

Step 2: Develop position-specific workshops

In addition to the selection of existing on campus programs, each student leader should attend a dedicated workshop that is specific to his or her leadership role within a student organization.

Determining Workshop Content

For each workshop, use the questions and space below to plan out the content you will include:

1. How do you **define the basic roles and responsibilities** of a (President/Vice President, Treasurer, Event Planner)?

2. What **ethical and risk management issues** does a (President/Vice President, Treasurer, Event Planner) need to be aware of?

Tailored Development Track Road Map (cont.)

3. What are the **relevant campus policies** affecting the role of a (President/Vice President, Treasurer, Event Planner)?

4. What instruction should be offered on **how to perform tasks specific to the role of a** (President/Vice President, Treasurer, Event Planner)?

Examples:

- President – how to manage conflict, how to delegate tasks
- Event Planner – how to secure a venue, how to market an event
- Treasurer – how to apply for a grant, how to manage a budget

5. What **other campus resources** does a (President/Vice President, Treasurer, Event Planner) need to be aware of?

Logistical Considerations

Who will facilitate the workshops?

When and where will the workshops be held?

Tailored Development Track Program Roadmap (cont.)

Component 3: Career Support and Guidance

The final component of the program teaches students to translate their leadership experience in a way that will appeal to future employers.

Career Support Checklist

- ✓ Student drafts resume alongside list of co-curricular activities
- ✓ Student schedules appointment with career specialist
- ✓ Career specialist provides resume review and personalized guidance on translating leadership experiences into transferrable skills
- ✓ Specialist administers customized mock interview, focusing on articulating their student organization leadership experience for their unique post-grad goals

Final Considerations

▪ Accountability and tracking:

Decide how you will hold students accountable for attending and reflecting upon their selected programs. Georgia Southern University collects and reviews the reflections using a third-party vendor for activity tracking (CollegiateLink). Similarly, your institution may choose to use an existing vendor, or develop an in-house system.

▪ Incentive systems:

Providing a completion incentive will help keep students motivated and encourage them to complete all components of the program. Consider offering an incentive such as an end-of-the-year celebration with alumni and employer networking.

Elevating Student Employment

Despite the learning inherent in many student employment opportunities, students' reasons for securing a job on campus often ignore the professional development benefits. EAB thinks there is a huge opportunity to leverage the connection to these students, many of whom are employed through the division of Student Affairs. The following tools will help students better realize and articulate the benefits of their on-campus employment, such as the development of high-demand skills and the chance to gain experience in a professional environment.

Resume Builder Tool Handbook

Many students fail to recognize the value and relevance of their on-campus job to future employers, and as a result, may not include it in their resume or otherwise struggle to articulate its value in a compelling way.

To help students articulate the value of their employment experiences for prospective employers, we recommend using a Resume Builder Tool. This document provides specific guidance to students in representing their jobs on resumes in a way that is meaningful to future employers.

Your Resume Builder Tool should be easily accessible to students online, and may also be shared in print with students during career appointments and workshops.

Example

The Career Center at University of North Carolina at Chapel Hill developed a Resume Builder Tool that features an extensive list of common student jobs with suggestions on how to call out the skills learned from these positions. You may access their list here:

<http://careers.unc.edu/sites/careers.unc.edu/files/PART-TIME%20SKILLS%20FOR%20RESUME.pdf>

To adapt this to your campus...

- Identify the most common student jobs on your campus
- Determine common tasks performed in student jobs
- Highlight ways tasks can provide students with high-demand skills and experiences
- Provide sample resume language to describe these skills and experiences

Career-Focused Student Employee Orientation

Most campuses have a basic orientation or initial training for student employees. However, it usually focuses on the nuts and bolts of the employment experience, covering payroll procedures, sexual harassment policies, and other general information.

Providing career-focused content as part of student employee orientation can benefit both students and their supervisors by helping students recognize their employment as a developmental opportunity rather than simply a way to earn money, and thereby making them more engaged and productive employees. This will give students the skills they need to be better student employees as well as better future job candidates and new hires. In this section, we offer guidance for implementing a high-impact student employee orientation.

Step 1: Survey supervisors to identify critical skill gaps

In order to design the content of your orientation, we recommend focusing on supervisor-identified concerns. Supervisors are most closely aware of the professional development gaps in their student employees. You can administer the following questionnaire to any faculty/staff who supervise students, asking them to identify critical skill gaps in their new and returning student employees. The survey will also help to secure buy-in from supervisors, who will be more encouraged to send their employees to orientation if they believe it will reflect their needs.

Career-Focused Student Employee Orientation (cont.)

Supervisor Survey

To help us ensure that our new student employee orientation effectively addresses both your needs and those of your student employees, please complete the following questionnaire.

1. What are some of the biggest challenges you face in working with your student employees?

2. What skills and/or professional competencies do you wish your student employees had?

3. What topics would be most helpful to cover in a student employee training? Rank your top five, with 1 being the most helpful:

Professionalism

Customer Service

Time Management

Taking Initiative

Phone Etiquette

Teamwork

Ethics and Accountability

Computer Skills

Public Speaking

Written Communication

Other (Specify: _____)

Other (Specify: _____)

Career-Focused Student Employee Orientation (cont.)

Step 2: Plan orientation schedule

Based on the feedback you receive from campus supervisors, you can isolate the top four to five topics to cover during your orientation. Use the following template to outline a possible schedule for the day.

You can find an example shared by UTEP on the Experiential Learning Toolkit website: www.eab.com/saf/experiential-learning.

Time	Session	Location	Speakers
9:00 a.m.-9:30 a.m.	Welcome		<i>Consider recruiting staff and alumni to serve as speakers</i>
9:30 a.m.-10:30 a.m.	Topic #1		
10:30 a.m.-10:45 a.m.	Break		
10:45 a.m.-11:45 a.m.	Topic #2		
11:45 a.m.-1:00 p.m.	Lunch		
1:00 p.m.-2:00 p.m.	Topic #3		
2:00 p.m.-2:15 p.m.	Break		
2:15 p.m.-3:15 p.m.	Topic #4		
3:15 p.m.-3:45 p.m.	Closing & Assessment		

Source: Adapted from material shared by the University of Texas at El Paso

Career-Focused Student Employee Orientation (cont.)

Step 3: Develop exercise materials

For each professional development topic covered in the orientation program, facilitators should lead students through a discussion of case studies. Each case study describes a challenging scenario followed by a series of discussion questions about how a student employee should handle the situation.

UTEP has shared six case study examples developed for the topic of Leadership and Judgment, which you can access from our Experiential Learning Toolkit website: www.eab.com/saf/experiential-learning.

Step 4: Assess impact

At the end of the orientation program, give students a short survey to complete to assess the impact of the training. This should focus both on documenting learning and on assessing the success of the program. Use the template provided on the next page, modifying questions according to the topics you chose to cover. You can use the data you collect to improve the training by identifying skills that are missing and providing more robust programming on those topics.

Career-Focused Student Employee Orientation (cont.)

Student Employee Orientation Assessment

Please provide responses to the statements below.

1. *I feel better prepared for my student employment position after attending this orientation.*

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Comments:

2. *I feel better prepared for a future career after attending this orientation.*

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Comments:

3. What was the most helpful session of the day? Why?

4. What was the least helpful session of the day? Why?

5. What was the most important thing you learned?

6. Did this orientation change your expectations for your campus job? If so, how?

Career-Focused Student Employee Orientation (cont.)

Student Employee Orientation Assessment (cont.)

7. Name three attributes of excellent [*customer service*]

1. _____
2. _____
3. _____

8. Name three elements of [*professionalism*]

1. _____
2. _____
3. _____

9. Name three examples of [*taking initiative*] that you will apply at your job

1. _____
2. _____
3. _____

Learning-Focused Student Job Descriptions

To ensure that student employment is a meaningful skill-building experience, progressive institutions have begun to embed learning outcomes into their job descriptions. This helps achieve three critical goals: 1) it highlights the importance of and potential for skill development at the front end of employment, 2) it encourages the inclusion of more meaningful work tasks, and 3) it facilitates ongoing student-supervisor conversations and professional development.

Step 1: Determine learning outcomes

A cross-unit group should work together and begin by identifying the key skills students will be expected to develop through their employment experience. These may correspond to existing division-wide learning outcomes, but EAB recommends also including specific career competencies such as project management, teamwork, communication, etc.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Step 2: Identify pilot cohort

Because rewriting job descriptions can be time intensive, EAB recommends beginning with a pilot cohort. Identify friendly offices with student employee supervisors who are already committed to student development. Some examples within Student Affairs might include residence life, career services, and civic engagement.

Department	Contact

Source: Adapted from material shared by Ryerson University

Learning-Focused Student Job Descriptions (cont.)

Step 3: Meet with supervisors to rewrite job descriptions using learning outcome matrix

When (re)writing student job descriptions, supervisors may use the following template to begin mapping how each job responsibility corresponds to specific skills.

You may also refer to the job description example shared by Ryerson University, available on the Experiential Learning Toolkit website: www.eab.com/saf/experiential-learning.

Learning-Focused Student Job Descriptions (cont.)

Sample Learning Outcome Rubric

Job Responsibility	Skill							
	Oral Communication	Teamwork	Problem Solving	Time Management	Computer Skills			
<i>Example: Assist Career Center staff with appointment bookings and triaging walk-in requests</i>	x		x	x	x			

Source: Adapted from material shared by Ryerson University

Learning-Focused Student Job Descriptions (cont.)

Step 4: Establish mid-year check-ins for accountability

To provide opportunities for goal-setting and reflection, supervisors should also be encouraged to establish individual learning plans with their student employees. This can be used as part of a mid-year check in between students and supervisors where they will go over their progress in developing the skills to date, reflect on how they've developed them, and set specific goals for the rest of the year.

You may also refer to the Individual Learning Plan example shared by Ryerson University, available on the Experiential Learning Toolkit website: www.eab.com/saf/experiential-learning.

Student Employee Supervisor Resource Center

Maintaining ongoing professional development is often a challenge for student employees and their busy supervisors. To address this problem, Willamette University invested a great deal of resources to develop a series of online modules that provide ready-made and available professional development lessons for student employees. Each module covers a specific skill, such as written communication, teamwork, taking initiative, or professional culture.

The full collection of modules can be accessed here and are freely available for public use:
<http://willamette.edu/dept/careers/students/passport/index.html>.

Supervisor Support Guide

Each module contains an introductory video and brief overview of its focus and activities, which help students and supervisors better understand the content of the module. Within each module, there are learning activities and a reflection component. Students click on the “Earn Your Stamp” link at the bottom of the landing page to access these learning and reflection activities. Supervisors can use the following guide to assist their students in making the most of the online modules.

Student Employee Supervisor Resource Center (cont.)

Supervisor Support Guide

Step 1: Determine which module(s) to complete

Use the following guide to facilitate a discussion of professional development goals with your student employees. Supervisors should take this opportunity to discuss how and why particular modules might be more relevant to the specific position and/or student.

Module options:

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*

Discussion Questions:

- *Where do you struggle the most in your current position?*
- *What are your goals for after graduation/this summer/next year?*
- *What skills would you like to learn?*

Modules the student should complete, based on discussion:

1. _____
2. _____
3. _____
4. _____

Student Employee Supervisor Resource Center (cont.)

Step 2: Set a timeline for completion

The modules can be completed in one sitting, or spread out over the course of several days/weeks. Students may complete the assignments during work hours, be paid for their time after hours, or complete them on their own time. Depending on the demands of the student's job, you may have them schedule specific dates and times to work on each module, or simply suggest a deadline by which they should complete each one.

Module #1

Module Topic: _____

Deadline to complete: _____

(optional) Working sessions: _____

Module #2

Module Topic: _____

Deadline to complete: _____

(optional) Working sessions: _____

Module #3

Module Topic: _____

Deadline to complete: _____

(optional) Working sessions: _____

Module #4

Module Topic: _____

Deadline to complete: _____

(optional) Working sessions: _____

Student Employee Supervisor Resource Center (cont.)

Step 3: Debrief

Use the questions below to guide a short debrief conversation (one-on-one or group) following the completion of the professional development modules.

- *How are the skills discussed in this module relevant to your current position?*
- *What are some examples of how you can apply the lessons learned in your job?*
- *What can I do as your supervisor to help support the development of this skill?*
- *What have you learned that you will carry with you to future positions?*

Reflective Conversation Reference Guide

Supervisors have a unique opportunity to reach students with professional development support through their professional interactions. To leverage these connections, the University of Iowa has developed a robust program, with a plethora of resources available online, to help supervisors facilitate what they call “Guided Reflections on Work” or GROW™. The program provides four core questions to guide initial conversations with student employees, and then additional, deeper questions for more tenured employees.

Below we outline some of the most helpful implementation resources from the website:
<http://vp.studentlife.uiowa.edu/initiatives/grow/>.

Implementation Resources

The GROW™ website includes the following resources for supervisors. Note these are copyrighted but may be used with acknowledgement to the University of Iowa:

- **Student Employee Survey**
 - This seven-question survey should be administered to all of your student employees *before* piloting the program to provide a point of comparison between participants and non-participants. The same survey should be administered again to the same pool of students at the end of the year to compare results.

- Supervisor training resources, including:
 - **IOWA GROW™ Overview**
 - A comprehensive overview of all elements of the program
 - **Supervisor Instruction Packet**
 - A short, step-by-step guide to engaging in the conversations with students. The packet also contains email templates to send to students prior to the meetings to ensure that they’ve had time to think about the questions before discussing.
 - **Supervisor Training Agenda**
 - A single-page agenda outlining the elements of the supervisor training sessions, with an estimated duration for each section. The training time should come to just under one hour.
 - **Supervisor Training PowerPoint**
 - The University of Iowa-branded training presentation containing background on the initiative, goals for student employment, and tips for effectively engaging in supervisor-guided conversations.
 - **Blank Supervisor Training PowerPoint**
 - A template of the previous presentation for you to customize with your own campus mission and branding.

- **IOWA GROW™ Questionnaire**
 - A worksheet containing questions for the supervisor to fill out following the conversations.

- **Example Conversations**
 - A six-minute video depicting example supervisor-student conversations.

Reflective Conversation Reference Guide (cont.)

Cultivating Supervisor Buy-In

Building a culture where supervisors are motivated to engage in these conversations can take time, but we recommend the following strategies to help the process:

- **Begin with a Pilot:** Piloting the program within a smaller division takes fewer resources and can allow you to show results from the intervention to help make the case for implementation to the broader campus community.
- **Identify Champions:** Identifying “friendly” supervisors—those who are already committed to and invested in the development of their student employees—and implementing the initiative with them will create ambassadors for the program.
- **Include in HR Orientation:** A short introduction to the initiative can be included in regular HR sessions that are required by various divisions.
- **Embed in Job Descriptions:** Embedding the guided reflections into supervisors’ job descriptions can be very effective in the case of new hires, as these supervisors will accept that supporting their student employees is part of their role.

Tips for Leading Conversations

Facilitating a reflection conversation can sometimes be challenging, particularly with students who are not accustomed to thinking of their employment as a learning opportunity. Consider the following tips to help:

- **Send Questions in Advance:** Allowing students the opportunity to review the questions prior to the conversation gives them a chance to think about their responses with plenty of time, before being put on the spot.
- **Consider Group Conversations:** Instead of engaging in one-on-one conversations, scheduling a group session can help students who might otherwise struggle to share feel less pressure. Be careful that one or two students are not dominating the conversation.
- **Prompt Students with Examples:** Particularly in cases where students are unable to come up with answers to questions about what they’ve learned, be prepared with one or two examples of skills you’ve observed them develop. This feedback will elicit further conversation and may prompt the student to consider additional examples on their own.

Reframing Co-curricular Involvement

Most students—whether they become involved on campus or not—don't realize the potential skill-building value of campus involvement. The following section of the toolkit offers implementation resources for building awareness among the broader student body about the benefits of on-campus involvement, providing tools for them to select opportunities that support their goals, as well as providing more direct support to those students who need it.

Co-curricular Involvement Campaign Guide

Many students engage in co-curricular activities without realizing the full potential for skill development they offer. We must change perceptions of co-curricular involvement so that students will engage more often and more intentionally with these opportunities, and be more aware of the developmental value of the opportunities they're already engaging in.

UNC Wilmington's "Skill Seeker" campaign is an excellent example of this, available on the *Experiential Learning Toolkit* website: www.eab.com/saf/experiential-learning.

Follow the steps below to initiate a similar campaign at your institution.

Step 1: Determine high-demand skills

Identify which skills you would like to highlight in your co-curricular involvement campaign. The skills should be broad enough to correspond to a variety of activities. Consider using NACE's top 10 skills below as a starting point to populate your list.

Step 2: Map existing activities to high-demand skills

Using the template on the following page, begin mapping your campus activities to high-demand skills. After creating an initial draft, share the list with campus partners such as student activities, residence life, recreation, and the career center, to help supplement the list and fill in any gaps.



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

Co-curricular Involvement Campaign Guide (cont.)

Co-curricular Involvement Skill Template

Skill	<i>Teamwork</i>	<i>Communication (Oral & Written)</i>	<i>Initiative</i>	<i>Leadership</i>		
Example Activities	<i>Join a student organization</i>	<i>Submit an editorial for the campus newspaper</i>	<i>Identify a cause or charity to volunteer your time</i>	<i>Run for student government</i>		

Co-curricular Involvement Campaign Guide (cont.)

Step 3: Develop recognizable branding

A key element to any successful campaign is easily identifiable branding. The branding can take the form of a particular title and/or logo, to be referenced throughout campus activities and other co-curricular opportunities. Consider partnering with graphic designers within your institution to aid in this process.

Step 4: Communicate message widely

After mapping existing opportunities to high-demand skills and developing a brand, you can communicate the message to the campus community through a website and flyer. The flyer will serve as the basis of your campaign, and should be posted anywhere students can see it: online, in dorms, dining halls, student activities offices, the career center, the student union, and any other spot with high student traffic.

Consider also access points to reach students—especially new ones—with specific messaging, such as during orientation, first-year seminars, student organization meetings, etc.

Optional Exercise: Goal-Setting Activity

If you are able to secure time with new students, i.e., during orientation, engage them further with the campaign by having them set specific goals from the list. Introducing the concept early means that students will approach their co-curricular involvement with a new frame of mind—one that is intentionally focused on skill building, and challenging students to follow through with a goal-setting exercise increases the likelihood they will ultimately benefit from the numerous involvement opportunities.

After presenting the flyer at orientation and introducing the concept of skill building through co-curricular involvement, ask students to fill out a notecard containing the information below. If possible, have students revisit their goals half-way through first semester during a first-year seminar or other access point.

Goal-Setting Activity

<i>Student Name:</i> _____	
<i>In my first semester I would like to develop the following skills...</i> <i>(select three skills from the list):</i>	<i>...So I will do the following activities</i> <i>(select up to three activities from the list):</i>
_____	_____
_____	_____
_____	_____

Source: Adapted from material shared by the University of North Carolina Wilmington

Searchable Online Involvement Directory

Many students want to become involved on campus but aren't aware of the range of options to do so, and even less frequently are aware of the learning benefits. A searchable online involvement directory can facilitate students selecting the best campus experiences to match their goals. The directory can be hosted through a co-curricular transcript vendor, usually at relatively little additional cost.

You can see an example of this at Queen's University's Co-curricular Opportunity Directory:
<https://careers.sso.queensu.ca/ccod.htm>

Key Features:

- A centralized list of on-campus opportunities
- Searchable by learning outcomes (as determined by your own campus) in addition to other optional attributes like time commitment or subject
- Populated by hosting organizations themselves

Key Benefits:

- Search feature primes students to reflect on skills they want to develop and make decisions accordingly
- Directory is self-sustaining
- Self-service tool is student friendly, providing guidance without requiring an in-person appointment

Follow these steps to develop an online involvement directory on your campus.

Step 1: Develop a diverse working group

In order to secure widespread use and buy-in, EAB recommends putting together a working group with stakeholders and students from many different parts of campus to take the lead on developing the directory. Aside from helping get initial buy-in, a working group comprised of some of the directory's main users—leaders of student organizations, for example—means students are involved in the development of the tool, and can serve as advocates and contributors to the directory once you are ready to launch it.

Suggested members include leaders from the following campus units:

- Student Life
- Student Employment
- Career Services
- Student Government
- Student Leadership and/or Volunteer Programming
- Campus Recreation

Searchable Online Involvement Directory (cont.)

Step 2: Select a vendor

Your institution may already use a vendor to manage student activities and/or a co-curricular transcript, in which case it might be most cost and time effective to host the directory through the existing system. EAB came across the following vendors in this space, but does not recommend a specific one.

- CollegiateLink
www.collegiatelink.net/
- OrgSync
<http://www.orgsync.com/>
- Data180
<http://www.data180.com/>
- Orbis Communications
<http://www.orbiscommunications.com/>

Step 3: Determine vetting protocol

The working group must agree on a set of criteria for which opportunities will be included in the directory, and determine how the criteria will be enforced. Consider tasking a student employee with reviewing submissions to ensure posted opportunities are appropriate.

Criteria for Inclusion

1. Must provide meaningful skill development (example)
2. _____
3. _____
4. _____

Step 4: Populate and launch the directory

To populate the directory with an initial selection of opportunities, EAB recommends recruiting members of your working group (see step 1) to serve as ambassadors to their respective units and to identify and add opportunities to the directory that they wish to publicize. Student leaders may also serve as liaisons to other student groups to secure their participation in contributing to the directory.

Step 5: Market and promote the directory

Once the directory is populated with several opportunities, work with campus units to get the word out and encourage use of the tool. Consider targeting residence halls, advising offices, and the career center with flyers and marketing emails promoting the directory.

Peer Involvement Advising Program

While self-service tools can be very effective for many students, some students require more direct guidance. Peer advisors can be an effective, cost-conscious option to provide this guidance. Using peer advisors to coach students on their co-curricular involvement choices is a valuable idea for several reasons: 1) it saves professional staff time, 2) students often relate better to their peers, and 3) it provides a valuable learning experience for the peer advisors. Use the following guide and tools to develop a peer involvement advising program on your campus.

Peer Advisor Training Content

An effective peer involvement advisor must possess a combination of content knowledge and excellent interpersonal skills. Your peer advisor training should therefore include the following four elements:

1) Extensive Review of Campus Activities

Advisors must be well versed in the institution's various co-curricular offerings, so training should require students to become well versed with all of the clubs, activities, volunteer opportunities, and other campus involvement options available to students.

2) Listening Skills

Consider inviting staff from the Counseling Center to present a session on active listening, the importance of body language, and information on referring students who might need additional support.

3) Logistics and Advisee Tracking

Peer advisors will need to keep a file for each student they see, so training should include instructions on the best way to manage these records. We encourage using a form document for every student, tracking conversation topics and any follow-up needs.

4) Reinforcing Learning Potential

One of the most important functions of involvement advising is helping students recognize the learning potential of their involvement. Peer advisors must therefore be trained to emphasize this point in their conversations with students, helping them identify advisees' learning goals and how best to achieve them through co-curricular involvement opportunities.

Peer Involvement Advising Program (cont.)

To help maintain a level of consistency across different advisor-advisee interactions, EAB suggests peer advisors use a guide like this to lead their conversations:

Conversation Guide for Advising Appointments

What do you hope to learn through your involvement?

What skills would you like to develop?

What are your academic and/or career goals?

What issues or causes are you passionate about?

What are your other time commitments?

What kind of extracurricular activities did you enjoy in high school?

Peer Involvement Advising Program (cont.)

Follow-up is essential to the success of the peer advising program. To assist with advisee tracking, peer advisors should complete the following form for every student they see.

Advisee Tracking Document

Student Name: _____

Advisor Name: _____

Date: _____

Time: _____

Advisor Notes (conversation topics, additional support needs, referrals made, concerns, etc.):

Student Involvement Goals (list specific activities):

Follow-Up Needs:

Follow-Up Email Sent? _____

Date: _____

Peer Involvement Advising Program (cont.)

Follow-Up Email Template

One of the most important steps in the advising process is ensuring that students follow through with the goals they set during the advising session, and that additional support is provided if necessary. Advisors may use the following template for a follow-up email.

Sample follow-up email (to be sent two weeks after advising session):

Hi _____ (*student name*),

*I hope your semester is going well! We met a couple weeks ago for an involvement advising appointment, so I just wanted to check in and see how you were doing and if I could offer any additional resources or support as you embark on your involvement goals. I know at the end of our conversation, you mentioned you were interested in _____, _____, and _____ (**insert activities/goals here**). Have you been able to pursue these opportunities yet? Please let me know if there is anything else I can do to help.*

I'm also writing to ask you to fill out this short survey about your advising experience. The survey gives us a better idea of how we are helping students and what we can do to improve the overall program.

(insert survey link here)

Thank you!

_____ (*advisor name*)

Peer Involvement Advising Program (cont.)

The last piece of the peer involvement advising experience is a brief survey to assess the student experience and effectiveness of the program. Advisors should include a link to this survey in their follow-up emails to advisees.

Peer Involvement Advising Survey

1. Were you able to pursue the activity goals you set during your advising appointment?

Yes ___ No ___

If "Yes", which ones? _____

If you selected "No", please describe why:

- ___ Scheduling conflict ___ Changed my mind
___ Couldn't figure out how ___ Contact did not respond
___ Other (please explain below)

-
-
2. On a scale of 1 to 5, please rate how helpful you found your advising session:

1 not at all helpful 2 3 4 5 very helpful

Comments:

-
-
3. On a scale of 1 to 5, please rate how likely you are to pursue additional involvement opportunities you would not have otherwise pursued:

1 not at all likely 2 3 4 5 very likely

Comments:

-
-
4. What other support would be helpful? Please provide any suggestions for improving the program:
-
-

Documenting Co-curricular Learning

Many institutions are adopting new tools to document their students' co-curricular learning. Two of the most common ones are co-curricular transcripts and e-portfolios. If your institution is considering either of these tools, use the following guide to help you weigh the options.

Co-curricular Transcript Versus E-Portfolio Guide

Co-curricular Transcripts

An official university document, either electronic or print, that allows students to record their areas of involvement, learning experiences, and overall achievements while on campus. A co-curricular transcript is intended to accompany an academic transcript to showcase the full range of a student's activity and achievements while on campus.

Pros:

- **Light lift**

A co-curricular transcript generally requires minimal staff oversight and, particularly with technology such as card swiping, can be very easy for students to maintain.

- **Incentivizes participation**

For many students, the prospect of getting an additional certificate documenting their involvement serves as an incentive for them to engage more in campus offerings.

- **Useful resume aid**

While there is debate regarding the value of a co-curricular transcript in the eyes of employers, the document can be a helpful reminder of activities for students drafting their resumes and preparing for interviews.

Cons:

- **Verification and tracking challenges**

The flip side of minimal staff oversight is that verifying participation, particularly where card swiping is not available, can be a challenge.

- **Limited student learning**

Without additional reflection requirements, students may see the document as simply a list to build up, resulting in little actual learning.

- **Skepticism about employer interest**

Many employers are unfamiliar with the concept of a co-curricular transcript and may disregard it as a meaningless list of student activities.

Co-curricular Transcript Versus E-Portfolio Guide (cont.)

E-Portfolios

A collection of electronic artifacts, including text, videos, images, and/or audio, created and compiled by the student to exhibit their accomplishments and demonstrate skills and experiences. The e-portfolio is typically hosted on a website maintained by the student.

Pros:

- **Showcases skills and achievements**

Unlike a co-curricular transcript, an e-portfolio provides tangible evidence of skills and achievements in the form of actual artifacts such as projects, writings, and images.

- **Requires student reflection and engagement**

Many contacts argue that the value of the e-portfolio is in the process and not the final product, because as students create, assemble, and display their work, they are forced to reflect upon their achievements.

- **May be maintained after graduation**

Depending on the system hosting the e-portfolio, students may continue updating their portfolios after graduation, making it a useful tool for alumni and maintaining alumni engagement.

Cons:

- **Demands greater resources**

Beyond the costs of a vendor, creating and maintaining an e-portfolio requires staff instructional time and efforts to put in place.

- **Requires oversight**

Since portfolios require significant effort and initiative by students, staff oversight is required to ensure completion and regular updates.

- **Difficult to scale**

Because of the additional resources and effort required, both in terms of student time and staff oversight, e-portfolios can be difficult to scale institution-wide, particularly if no mandate exists.



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