

Career Development Integration

Committee Charge

The Co-Curricular Innovation Committee will be investigating ways to enhance and coordinate the activities, programs and learning experiences a student engages in outside of class in ways that create even more impactful transformative experiences. SFA students use these experiences to further develop skills that employers indicate they seek in new graduates. As a start, this committee is investigating ways to better infuse career development experiences throughout a student's academic, co-curricular and extracurricular experience while at SFA.

Strategy #1: Promote soft skills development.

Rationale: More than 50% of SFA graduates are first-generation college students. These students often lack “polish” and need transformative experiences.

Action Step #1: Creating a program to help promote student learning (especially soft skills) from on-campus jobs and off-campus jobs (similar to [IOWA GROW](#), perhaps called Lumberjack Grow).

Purpose: Students do not typically connect the skill sets that they are developing with activities outside of the classroom. This program will get them to think more about their co-curricular activities and skills employers are seeking so that during interviews they can verbalize their experiences. In order to manage the quantity of information that will be produced through livestream, additional student advocates will need to be hired and trained.

Task #1: Create a program to help promote student learning (especially soft skills) from on-campus jobs and off-campus jobs using a series of interview questions via Interview Stream.

Explanation: Student Career Advocates (employed through Career Services) will help in the assessing of interview stream interviews and scoring on rubric.

Resources Needed: Career Services currently has seven Student Career Advocates. We project that we will need a total of 15 (increase of 8). The average pay of these positions is 8.25 per hour. At 20 hours per week and 25 weeks per year, that would require an additional \$33,000 per year.

Immediate Targets: Fall 2016

Long-Range Targets: N/A

Impacted Departments: University Affairs Assessment Committee and Career Services.

Task #2: Hire additional Student Career Advocates to handle increased workload from the Lumberjack Grow program and to assist in resume critiques and other programs and services of Career Services. We would propose this to the Student Service Fee hearing committee for funding.

Explanation: Student Career Advocates (employed through Career Services will help in the assessing of interview stream interviews and scoring on rubric.

Resources Needed: Career Services currently has seven Student Career Advocates. We project that we will need a total of 15 (increase of 8). The average pay of these positions is 8.25 per hour. At 20 hours per week and 25 weeks per year, that would require an additional \$33,000 per year.

Immediate Targets: Fall 2017

Long-Range Targets: N/A

Impacted Departments: Career Services.

Action Step #2: Create marketing to promote the development of soft skills to students and faculty.

Purpose: A visual representation of the skill sets that students acquire during their time at SFA needs to be developed. It is hoped that faculty will put the marketing posters on their doors much like they did for The SFA Way posters and discuss these with students.

Task #1: Create an 11x17 poster that promotes “Your Most Important Project in College is YOU” and listing the skill sets that student acquire at SFA. These will be given to faculty as they leave the State of the University address in August.

Explanation: Daniel Anguiano, Assistant Professor of Art, will develop the poster in association with the Career Development Integration Committee.

Resources Needed: \$1500 for printing (existing funds).

Immediate Targets: Fall 2016

Long-Range Targets: N/A

Impacted Departments: N/A

Action Step #3: Develop connections between Academic and Student Affairs using the Certified Student Leader program based on the ten skills and competencies identified as most desired by employers conducted by the National Association of Colleges and Employers.

Purpose: Teamwork, verbal communication, decision making, problem solving, obtaining and processing information, planning, organizing, and prioritizing, analyzing quantitative data, career knowledge, computer proficiency, creating and/or editing written reports, and influence and sell ideas are the 10 skills deemed important to employers, but may not be known to faculty and staff. Through a University-wide collaboration, faculty, staff, and students will realize how co-curricular activities may be developing some or all of these skills.

Task #1: Create working teams in interested colleges.

Explanation: These teams could be guided by Career Services and Leadership and Service staff in order to integrate the Certified Student Leader program in to academic programs and initiatives.

Resources: This can be accomplished through existing funding. Though depending on the number of colleges that adopt the program, we may need to find a way to recruit and compensate reviewers (perhaps a course release).

Immediate Targets: Fall 2017

Long-Range Targets: N/A

Impacted Departments: Potentially all colleges and departments, Student Affairs, and Career Services

Strategy #2: Increase connections between Student Affairs, Academic Affairs, and the local business community.

Rationale: Effective career development requires coordination between academic affairs, student affairs and the local community.

Action Step #1: Connect each college to Career Services through a dedicated career services employee assigned to that college. These employees would develop discipline-specific expertise, hold regular events in the college to which they are assigned and interface with college leadership about ways to improve our services to their specific students.

Purpose: Career Services staff that is connected to a particular college can educate themselves on how career development functions within that paradigm and can partner with faculty to create career initiatives specific to that college.

Task #1: Career Services will develop a plan to assign current team members to specific colleges.

Explanation: The plan will balance the background and experiences of each team member with the size of the college to attempt to balance the workload. This would be done in consultation with the colleges.

Resources: Dependent on support for Faculty Career Fellows

Immediate Targets: Spring 2017

Long-Range Targets: N/A

Impacted Departments: Those colleges that would like to participate and Career Services.

Action Step #2: Create a “Faculty Career Fellows” program where faculty could be selected, given course releases and help to coordinate career initiatives within the college.

Purpose: Career Services also is not aware of the needs of every college and Faculty Career Fellows would work to make those connections to Career Services and to her/his college and the departments within that college.

Task #1: Identify faculty fellows in each college.

Explanation: These fellows will coordinate information about internships and other career initiatives and disseminate that information to others in the college and to Career Services.

Resources: Course release for fellows

Immediate Targets: Fall 2017

Long-Range Targets: N/A

Impacted Departments: Academic Deans and selected faculty

Action Step #3: Increase the visibility of internships and practical experiences by marketing Jobs4Jacks to students, employers and academic programs.

Purpose: This resource goes unused because many faculty, staff, and students are not aware of its presence.

Task #1: Develop a marketing plan.

Explanation: Career Services will develop a marketing plan that makes the possible experiences more visible to the students and to the faculty.

Resources: Existing funding

Immediate Targets: Fall 2016

Long-Range Targets: N/A

Impacted Departments: Career Services

Strategy #3: Provide training to promote career readiness.

Rationale: We believe that the best way to meet the needs of students and academic programs is by providing programs that can serve as resources for students without burdening academic areas.

Action Step #1: Develop a D2L module for training students prior to beginning an internship and encourage academic programs that do not already provide this kind of training to adopt the program.

Purpose: The creation of a D2L module will provide initial training to students who will be taking on an internship who may not otherwise get much guidance. This module also may be a place where standard information about holding and working with internships is disseminated across the university so that all interns have a known set of guidelines and information.

Task #1: Work with “Faculty Career Fellows” to develop this resource.

Explanation: N/A

Resources: Existing funding

Immediate Targets: Spring 2018

Long-Range Targets: N/A

Impacted Departments: Faculty Career Fellows

Action Step #2: Create a program for graduating seniors that provides them an orientation to the world of work.

Purpose: Seniors are often left out of the equation when it comes to co-curricular activities, preparing for graduation, and transitioning into life after college. This program will make the transition more transparent.

Task #1: Develop a working group comprised of Career Services staff and faculty to implement this program.

Explanation: N/A

Resources: Anticipated costs of \$1500 (existing funding)

Immediate Targets: Spring 2017

Long-Range Targets: N/A

Impacted Departments: Career Services and the working group

Strategy #4: Collect direct assessment of student learning that can support compliance with the marketable skills initiative of the THECB and align with core assessment.

Rationale: In the 60x30 TX plan, the Texas Higher Education Coordinating Board (THECB) points out that, “The Texas higher education Core Curriculum (includes) six Core Objectives, which include the marketable skills of communications, critical thinking, and teamwork. Strategies which assess “marketable skills” could dovetail easily with core curriculum assessment.

Action Step #1: Promoting participation in the Certified Student Leader program can produce direct assessment of student learning that could be useful for assessment of the co-curriculum.

Purpose: Because of the emphasis on assessment, a connection to the Certified Student Leader program provides a means by which to assess the core objectives in co-curricular settings.

Task #1: Coordinate assessment efforts.

Explanation: The Dean of Student Affairs will work with Student Learning and Institutional Assessment to coordinate these assessment efforts.

Resources: Existing funding

Immediate Targets: Spring 2017

Long-Range Targets: N/A

Impacted Departments: Student Affairs and Student Learning and Institutional Assessment

Action Step #2: Encouraging broad participation by on-campus employers could produce excellent direct assessment of student learning from employment. Rubric assessment of students participating in “Lumberjack Grow,” could connect with Core Curriculum Assessment.

Purpose: Because of the emphasis on assessment, the Lumberjack Grow program can easily be assessed through a rubric and connected to core objectives.

Task #1: Coordinate assessment efforts.

Explanation: The Dean of Student Affairs will work with Student Learning and Institutional Assessment to coordinate these assessment efforts.

Resources: Existing funding

Immediate Targets: Spring 2017

Long-Range Targets: N/A

Impacted Departments: Student Affairs and Student Learning and Institutional Assessment

Strategy #5: Change of philosophy and name of Career Services.

Rationale: The term “services” harkens to a bygone era in Career Development. It signals a program that is out of date. Career and Professional Development is a more contemporary approach and better articulates the new philosophy we are suggesting.

Action Step #1: Change the name of the Office of Career Services to the Center for Career and Professional Development. This name change will reflect the growing trend of focusing on the

need for helping students develop the skills employers desire most and is compatible with the desire to mold and shape students for their future careers.

Purpose: Career Services is an antiquated title. The new title reflects the new development emphasis.

Task #1: Replace necessary materials (e.g. letterhead, signage, etc.)

Explanation: Career Services staff will manage this transition. Materials such as letterhead will be replaced as they are used.

Resources: Initial cost for letterhead and signage \$1000.

Immediate Targets: Fall 2016

Long-Range Targets: N/A

Impacted Departments: Career Services