Engagement & Employability: Integrating Career Learning through Co-curricular Experiences in Post-Secondary Education
Test Finds College Graduates Lack Skills for White-Collar Jobs

Forty Percent of Students Seen Ill-Prepared to Enter Work Force; Critical Thinking Key

By LYNN O’SHAUGHNESSY / MONEYWATCH / January 20, 2015, 12:01 AM

New college grads: Who employers want to hire

11% of business leaders strongly agree that college prepares students for success in the workplace.

January 20, 2015

College Students Think They’re Ready for the Work Force. Employers Aren’t So Sure.

Well-Prepared in Their Own Eyes

January 20, 2015
by Scott Jaschik

WASHINGTON -- It turns out that college students are being well-prepared for their future careers -- at least in their own minds. Ask employers, and it's a very different picture.
Ready or Not, Here the College Graduates Come

When it comes to career preparation, students and employers don't see eye to eye. Here are some skills for which the survey found the biggest gaps, along with the percent saying recent college graduates are well prepared in each area. "Well prepared" is defined as a rating of 8 to 10 on a zero-to-10 scale.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Students</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating, organizing, evaluating information</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Oral communication</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Written communication</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Critical/analytical thinking</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Analyzing/solving complex problems</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Applying knowledge/skills to real world</td>
<td>60</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: The findings shown here are for skills with some of the largest discrepancies between student and employer responses.

Source: Association of American Colleges and Universities [Get the data]
Which of the following do you feel BEST defines the “gap” in the U.S. workforce skills gap?

- 44%: Lack of soft skills (i.e., communication, critical thinking, creativity, collaboration)
- 22%: Lack of technical skills
- 14%: Lack of strong leadership skills
- 12%: Lack of computer based technology skills
- 8%: NA - I do not think there is a skills gap in the U.S. workforce

SOURCE: ADECCO
Translation:
Students think they are so HOT! Employers think they are so NOT!
The problem with kids these days!

“...love luxury. They have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise.”

Socrates
How do we currently measure success?
Enhanced Self-Esteem

Intellectual Growth

Collaboration

Meaningful Interpersonal Relationships

Personal and Educational Goals

Health Behavior

Clarified Values

Independence

Social Responsibility

Spiritual Awareness

Career Development

Realistic Self-Appraisal

Effective Communication

Leadership Development

Satisfying & Productive Lifestyle

Appreciating Diversity

CAS
What’s Preventing Us from Telling Our Story?
If you build it, they will come
How did we let the “cart” of assessment get in front of the “horse” of student learning?
Many used to think that persistence to graduation was enough.
But if they aren’t prepared for a good job after college, many stakeholders won’t be satisfied.
“In his classic study of student learning at Harvard, Richard Light (2001) highlights a surprising finding: ‘I assumed the most important and memorable academic learning goes on inside the classroom, while outside activities provide a useful but modest supplement. The evidence shows the opposite is true...When we asked students to think of a specific, critical incident or moment that had changed them profoundly, four-fifths of them chose a situation or event outside the classroom (p.8).”

(In Felton and Associates, 2016)
THE THIRD GOAL: MARKETABLE SKILLS

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

This goal challenges institutions to think more explicitly about the programs they offer and the job skills that students learn within those programs. Marketable skills in this plan are defined as: Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.

Clearly, many students in Texas are graduating from two- and four-year colleges with marketable skills. Public institutions of higher education, for example, adhere to the Texas higher education Core Curriculum and its six Core Objectives, which include the marketable skills of communications, critical thinking, and teamwork. Students who complete the Core Curriculum learn those skills at a basic level. Students, however, are not always aware of the value of these skills or able to articulate them to employers. Two- and four-year institutions can advance this goal by making students aware of the skills they learn within the Core Curriculum and other coursework.
Cocurricular and Extracurricular

The terms “co-curricular” and “extracurricular” are often used interchangeably. The definitions laid out below were established after considering a variety of options. Developing and using standard definitions help ensure a common language around our collaborative work and help explain the value of programs that were not necessarily intended to produce student learning but which are nonetheless valuable in creating a sense of engagement and connection with the institution.

**COCURRICULAR:** Experiential learning opportunities that contribute to gaining skills and abilities that are part of the core competencies and/or outcomes established by the institution and its governing bodies (*such as the Texas Core Curriculum*).

**EXTRACURRICULAR:** Experiences that provide the opportunity to engage with the institution and that connect students to others within the community in meaningful ways.
Marketable Skills

TEXAS CORE CURRICULUM: Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

NACE: Ability to obtain and process information – Knowing where to find information and to apply critical thinking skills to evaluate this information in order to determine its credibility.

NACE: Ability to make decisions and solve problems – Choosing between different options to best help the group to meet its goals using critique of available data/information. Finding solutions to issues that threaten the ability of the group to meet its goals.
Marketable Skills

TEXAS CORE CURRICULUM: Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral, and visual communication

NACE: Ability to communicate verbally – Speaking to others effectively in large or small groups, putting abstract ideas into language others can understand.

NACE: Ability to sell to, achieve buy-in from or influence others – Motivating a group to do something, convincing or persuading others.

NACE: Create and/or edit written reports – The ability to put thoughts in writing such that others can easily understand it. The ability to write in engaging ways that make others want to read, writing for different audiences and in different formats. This also includes the ability to write without technical or grammatical mistakes.
Marketable Skills

TEXAS CORE CURRICULUM: Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions

NACE: Ability to analyze quantitative data – Understanding the meaning of numbers in a variety of contexts from managing budgets to evaluating data collected by the group.

NACE: Proficiency with computer software programs – Learning to use common applications such as word processing, spreadsheets, and presentation software, as well as complex or technical software applications specific to their future career.
Marketable Skills

TEXAS CORE CURRICULUM: Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal

NACE: Ability to work in teams – To work together as a group to accomplish the group’s goals, effectively using the strengths of individuals within the group. Delegating authority and responsibility where possible according to the abilities and willingness of group members.
Marketable Skills

TEXAS CORE CURRICULUM: Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

AAC&U PROJECT LEAP: Civic knowledge and engagement—local and global, intercultural knowledge and competence.
Marketable Skills

TEXAS CORE CURRICULUM: Personal Responsibility (PR) - ability to connect choices, actions, and consequences to ethical decision-making

NACE: Ability to plan, organize, and prioritize work – Structuring the work of a group so there is a shared understanding among members of the group about their objectives and goals. Establishing priorities for the group and setting realistic goals.

NACE: Knowledge related to your future career – Developing skills from participating in co-curricular experiences that can help the students gain employment and to be effective in their chosen field. This also involves identifying gaps in their skillset and identifying strategies for gaining the needed experience, as well as learning trends and current issues in the chosen profession.
### Marketable Skills Rubrics

**Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Performance Indicators</th>
<th>Performance Level 1</th>
<th>Performance Level 2</th>
<th>Performance Level 3</th>
<th>Performance Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Thinking</td>
<td>Applies alternate, divergent, or contradictory perspectives or ideas.</td>
<td>Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.</td>
<td>Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas.</td>
<td>Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.</td>
<td>Integrates alternate, divergent, or contradictory perspectives or ideas fully.</td>
</tr>
<tr>
<td>Innovation</td>
<td>Applies a novel or unique idea, question, format, or product to find solutions to issues.</td>
<td>Reformulates a collection of available ideas.</td>
<td>Experiments with creating a novel or unique idea, question, format, or product.</td>
<td>Creates a novel or unique idea, question, format, or product.</td>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Uses data and considers multiple possibilities, perspectives, moral and ethical codes, and potential outcomes to analyze the context of the problem, decision, etc., using multiple analytical methods (situational analysis, cost/benefit, SWOT, etc.)</td>
<td>Does not attempt to analyze the problem, situation, decision, etc.</td>
<td>Attempts to analyze the problem, situation, decision, etc., without using a formal methodology, but only selectively or partially considers data and/or other perspectives, morals, ethics, and potential outcomes</td>
<td>Analyzes the problem, situation, decision, etc., and considers data, multiple perspectives, morals, ethics, potential outcomes, etc., using at least one formal analytical method</td>
<td>Analyzes the problem, situation, decision, etc., and considers data, multiple perspectives, morals, ethics, potential outcomes, etc., using multiple analytical methods</td>
</tr>
<tr>
<td>Evaluation of Information</td>
<td>Appropriately evaluate and scrutinize information drawing conclusions about their credibility through interpretation and evaluation of their validity.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
</tr>
<tr>
<td>Synthesis of Information</td>
<td>Finds connections between ideas to find new solutions.</td>
<td>Recognizes existing connections among ideas or solutions.</td>
<td>Connects ideas or solutions in novel ways.</td>
<td>Synthesizes ideas or solutions into a coherent whole.</td>
<td>Transforms ideas or solutions into entirely new forms.</td>
</tr>
</tbody>
</table>
Why Involvement in College Matters

Stephen F. Austin State University

https://www.youtube.com/watch?v=NR7U2lsChgw
2015 Benchmark Data
2015 Benchmark Data
2015 Benchmark Data

- Teamwork: Expert 11%, Advanced 37%, Competent 39%, Developing 12%, Beginner 2%, No Skill 2%
- Decision Making: Expert 13%, Advanced 33%, Competent 36%, Developing 16%, Beginner 2%, No Skill 2%
- Problem Solving: Expert 13%, Advanced 37%, Competent 36%, Developing 12%, Beginner 1%, No Skill 1%
- Workflow Planning: Expert 19%, Advanced 32%, Competent 28%, Developing 13%, Beginner 7%, No Skill 2%
- Verbal Communication: Expert 13%, Advanced 33%, Competent 34%, Developing 16%, Beginner 7%, No Skill 1%
- Information Processing: Expert 12%, Advanced 36%, Competent 37%, Developing 13%, Beginner 5%, No Skill 1%
- Quantitative Analysis: Expert 7%, Advanced 21%, Competent 39%, Developing 26%, Beginner 5%, No Skill 5%
- Career-Specific Knowledge: Expert 7%, Advanced 30%, Competent 31%, Developing 8%, Beginner 4%, No Skill 1%
- Computer Software Skills: Expert 9%, Advanced 20%, Competent 37%, Developing 25%, Beginner 7%, No Skill 7%
- Writing and Editing Reports: Expert 10%, Advanced 25%, Competent 35%, Developing 24%, Beginner 6%, No Skill 5%
- Selling and Influencing: Expert 7%, Advanced 18%, Competent 34%, Developing 29%, Beginner 11%, No Skill 22%
2015 Benchmark Data

Workflow Planning: 19%

Selling and Influencing: 22%
### 2016 Benchmark Data

<table>
<thead>
<tr>
<th>Skill</th>
<th>Expert</th>
<th>Advanced</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginner</th>
<th>No Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Decision Making</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Workflow Planning</td>
<td>-6.6%</td>
<td>+4.7%</td>
<td>+9.9%</td>
<td>-8.5%</td>
<td>-1.8%</td>
<td>+4.4%</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>-8.9%</td>
<td>-7.7%</td>
<td>+0.4%</td>
</tr>
<tr>
<td>Information Processing</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Career-Specific Knowledge</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Computer Software Skills</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
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<td>2%</td>
</tr>
<tr>
<td>Writing and Editing Reports</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Selling and Influencing</td>
<td>12%</td>
<td>36%</td>
<td>37%</td>
<td>12%</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*+- DIFFERENCE (2015-2016)*
2016 Benchmark Data

- **Expert**
- **Advanced**
- **Competent**
- **Developing**
- **Beginner**
- **No Skill**

+/- DIFFERENCE (2015-2016)

- **Selling and Influencing**
  - Improved by +6.0%
  - 12%

- **Selling and Influencing**
  - Improved by +20.9%
  - 36%

- **Selling and Influencing**
  - Improved by +9.3%
  - 37%
2015 Benchmark Data

- Very Involved in multiple organizations
- Somewhat Involved in multiple organizations
- Very Involved in a single organization
- Somewhat Involved in single organizations
- Not Involved
RETENTION OF FIRST-TIME/FULL-TIME STUDENTS BY INVOLVEMENT

(N=194) 85.6 (81%)

(N=45) 71.1 (19%)

+14.5
RETENTION OF FIRST-TIME/FULL-TIME BY LEVEL OF INVOLVEMENT

- Very Involved in a Single Organization: 81.3\% (N=64)
- Somewhat Involved in a Single Organization: 85.4\% (N=41)
- Somewhat Involved in Multiple Organizations: 87.8\% (N=41)
- Very Involved in Multiple Organizations: 89.7\% (N=39)
T-Shaped Involvement

Involvement spans MULTIPLE experiences

Deep Involvement

Broad Involvement

Deep Involvement in ONE experience
Does that mean that college is just job training?
A path to integrative experiences
New Relevance for Student Affairs

“For those in student affairs, it’s time to stop saying that our programs complement the teaching and learning that occurs in the classroom when at too many campuses student affairs has no relationship with faculty and no idea about what the student’s experience is in the classroom.”

Gwen Dungy
Inside Higher Ed
December 23, 2011
Bringing the Curriculum and Co-Curriculum Together

Diagram showing the intersection of Curriculum and Co-Curriculum.
Bringing the Curriculum and Co-Curriculum Together

Curriculum

Soft Skills

Co-Curriculum
How can we infuse marketable skills into co-curricular programs?
Experiences

Leading a Meeting
Facilitating a Presentation
Managing a Budget
Collaborating with Others
Mentoring Peers
Planning a Project or Event
Setting Goals
Recruiting Members
Assessing Effectiveness
Considering the Impact of Participation and Employment of Students in Campus Activities and Collegiate Recreation on the Development of the Skills Employers Desire Most

Adam Peck, PhD, Editor
Assistant Vice President and Dean of Student Affairs
Stephen F. Austin State University (TX)

Catherine Cramp
Associate Director of Recreational Sports for Programs
University of Florida
Past Board member, NIRSA: Leaders in Collegiate Recreation

Lucy Craft, EdD
Associate Vice President for Student Affairs
University of North Florida
Board Member, National Association for Campus Activities

Toby Cummings
Executive Director
National Association for Campus Activities

Kristal Feuring
Director of Membership
NIRSA: Leaders in Collegiate Recreation

David Hall, EdD
Director of Campus Recreation
Springfield College (MA)

Peggy Hnatusko
Director of Student Activities for Programming
University of Notre Dame (IN)

Justin Lanhead, EdD
Associate Dean for Leadership and Involvement
University of Memphis (TN)
Past Board member, National Association for Campus Activities
<table>
<thead>
<tr>
<th><strong>Ability to make decisions and solve problems</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students must forecast, develop, and strategize current and long-term financial needs.</strong></td>
<td>Students participating or employed in campus activities make budgets for events and track unanticipated costs. Students make requests of funding sources based on these forecasts. Students participating in or employed by collegiate recreation programs decide how to allocate available funds.</td>
</tr>
<tr>
<td><strong>Student must anticipate and mitigate risk.</strong></td>
<td>Students participating or employed in campus activities learn to anticipate and mitigate risk in events of all sizes, but particularly large events. Students participating or employed in collegiate recreation programs learn to anticipate and mitigate risks in programs such as aquatics, outdoor adventure programs, intramurals, fitness programs, and sport clubs.</td>
</tr>
<tr>
<td><strong>Students learn to make effective decisions in pressure situations.</strong></td>
<td>Students participating or employed in campus activities often have to problem-solve and adapt during the course of an event. Students participating or employed in collegiate recreation programs such as sport clubs determine elements of competition for fellow students, which include playing time, game strategy and rules interpretation. Students also need to make split-second decisions while participating in games or dealing with a crisis situation in a variety of contexts. Officials, through rules knowledge, must apply, interpret and enforce rules in a high-pressure situation.</td>
</tr>
<tr>
<td><strong>Students modify previous plans in light of new developments.</strong></td>
<td>Students participating or employed in campus activities respond to unexpected developments that occur during events and other programs. Students employed in collegiate recreation programs develop plans based on the ability level of the group and the environment and make modifications to program plans.</td>
</tr>
<tr>
<td><strong>Students learn to engage in strategic planning.</strong></td>
<td>Students participating or employed in campus activities plan retreats and trainings to establish goals, to overcome previous limitations and to anticipate and respond to problems. Students, such as employees or advisory board members in collegiate recreation programs, seek to understand the needs of the students they serve and to provide the resources desired by stakeholders.</td>
</tr>
<tr>
<td><strong>Students respond to constructive feedback to improve programs.</strong></td>
<td>Students participating or employed in campus activities receive assessment or feedback (positive or negative) and act accordingly to improve the experiences of participants. Students employed in collegiate recreation programs receive assessment or feedback (positive or negative) and act accordingly to improve the experiences of participants.</td>
</tr>
</tbody>
</table>
Engagement and Employability: Integrating Career Learning Through Co-Curricular Experiences in Postsecondary Education
Contributions from six professional associations in student affairs.

- Marilyn Mackes, NACE
- Kevin Kruger, NASPA
- Toby Cummings, NACA
- Pam Watts, NIRSA
- John Taylor and Elizabeth Beltramini from ACUI
- Mark Koepsel, Formerly of AFA and AFLV
Providing Common Language
## Common Measurement

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Dimension</th>
<th>Performance Indicators</th>
<th>Performance Level 1</th>
<th>Performance Level 2</th>
<th>Performance Level 3</th>
<th>Performance Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequently helps team members with their tasks to ease workload or leverage strengths</td>
<td>Does not help team members with tasks</td>
<td>Helps team members with their tasks when it is convenient or personally beneficial, or to control the product more so than to ease workload or leverage strengths</td>
<td>Helps team members with their tasks, even when inconvenient, more often to ease workload or leverage strengths, but sometimes to control the product</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Works toward consensus and cooperation</td>
<td>Focuses on authoritative decision making and advancing individual ideas; splits up tasks in ways that emphasize individual work</td>
<td>Generally prefers authoritative decision making or advancing individual ideas but sometimes attempts to combine ideas to gain buy-in and support; splits up tasks mostly in ways that emphasize individual work, but may involve some cooperation</td>
<td>Often combines and adapts ideas to seek consensus or near-consensus agreement (e.g., voting) on them over authoritative decision making; splits up tasks in ways that require some individual work but also require significant cooperation to complete</td>
</tr>
</tbody>
</table>
Applying what we’ve learned!

Certified Student Leader Program (Stephen F. Austin State University)

Iowa Grow (University of Iowa)
There are only 4 boxes here, is this slide title correct?

Jessica Molina, 3/1/2017
Approach One
Restructuring Our Leadership Program

A program designed to help you translate your out of class involvement into transferable skills.
A Certified Student Leader has the ability to speak to large and small audiences while effectively presenting a clear message. They are able to write and speak in a way that others find engaging, putting abstract ideas into language that can be easily understood. Their communication is free from technical and grammatical mistakes.

A Certified Student Leader is able to choose between different options to best help the group to meet their goals. They are able to identify threats, as well as find solutions to issues that impede the ability of the group to succeed.

A Certified Student Leader is able to motivate other members of a group to do something through convincing or persuading.

A Certified Student Leader is able to structure the work of a group so that priorities are established and there is a shared understanding of the group’s objectives and goals.

A Certified Student Leader is able to identify the strengths of those with whom they are working and effectively leverage their skills to accomplish the group’s stated goals and objectives.
Approach Two

Iowa Grow
University of Iowa
How is this job fitting in with your academics?

What are you learning here that’s helping you in school?

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

Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?
What are you learning in your job that’s helping you in school?

What are you learning in class that you can apply at your job?

Does your job give you the opportunity to develop the skill of speaking with and listening to others? If so, what have you learned?

Has your job taught you anything about serving as a member of a team? If so, what have you learned?

Has your job taught you anything about influencing people, motivating others or selling to others? If so, what have you learned?

Has your job taught you anything about setting priorities or planning complex initiatives? If so, how?

Has your job taught you anything about making decisions or solving problems? If so, how?

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

#### SELF

<table>
<thead>
<tr>
<th>My Role</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Select an Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name (Optional)</th>
<th>Email (Optional)</th>
</tr>
</thead>
</table>

#### OTHER

#### SUMMARY

#### Non-Verbal Communication

- **Bye contact**
- **Upright posture**
- **Friendly demeanor**
- **Self confidence**

#### Verbal Communication

- **Message content**
- **Filler words (um... like)**
- **Responses clear & concise**
- **Emphasize strengths**
Low-Hanging Fruit

- Rewrite learning outcomes to target employment skills
- Use resources from Project CEO to help stakeholders on your campus see the connection
- Replace applications with resumes and cover letters
- Use Project CEO data to identify areas of strength and weakness
- Create campaigns to help students become aware of what they are learning
Resources
Download the Project CEO whitepaper online at campuslabs.com
Engagement and Employability: Integrating Career Learning Through Co-Curricular Experiences in Postsecondary Education
“Why Involvement in College Matters.”
What do you think?
Adam Peck, Ph.D.
Assistant Vice President and Dean of Student Affairs,
Graduate Faculty in Student Affairs,
Stephen F. Austin State University
P.O. Box 13066 SFA
Nacogdoches, TX 75962

Ph: (936) 468-7249
Fax: (936) 468-7111