

HOW TO INTEGRATE CAREER READINESS INTO CURRICULA WITH DIGITAL BADGING

Lynn Chisholm

Director, Office of Internships and Career Readiness | University of South Florida

Peter Thorsett

Director of Strategic Initiatives, Communications and Research, Community Engagement | Student Affairs & Student Success | University of South Florida



LEARNING OUTCOME

After participating...

You will be able to begin designing a framework to integrate career readiness modules into your curriculum.



Agenda

- Building Career Readiness Modules
- Badging
- How to Continue Scaling the Program

 3

 **CHAT**

What are your current beliefs about a “skills gap”?

 4

BUILDING CAREER READINESS MODULES



87%

of new grads
feel prepared
for the jobs
they are
seeking

50%

of managers
agree that new
grads are ready

92%

of CEOs are
worried that
employees
don't have the
skills they need



SOURCE: Bersin 2017

SHRM
SOCIETY FOR HUMAN RESOURCE MANAGEMENT
DECEMBER 2017 / JANUARY 2018
The Skills Gap Is a Myth
The real issue is that employers need to provide more on-the-job

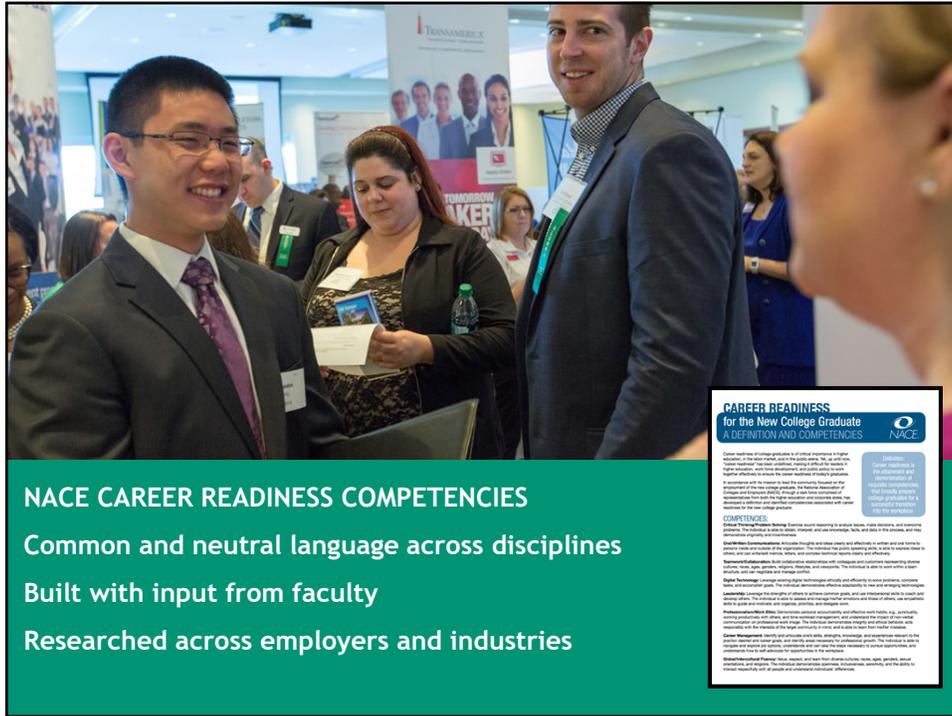
EdSurge News ▾ What We Do ▾ HigherEd Jobs Board
OPINION | TECHNOLOGY IN SCHOOL
A Skills Gap From College to Career Doesn't Exist. It's the Awareness Gap We Need to Fix.
By Troy Markowitz Apr 28, 2017

MAR 17, 2017 @ 10:25 AM 8,003
The Skills Gap Is Actually An Awareness Gap -- And It's Easier To Fix
Ryan Craig, CONTRIBUTOR
FULL BIO
Opinions expressed by Forbes Contributors are their own.
This post was co-written with Troy Markowitz.
One of the most popular narratives in the employment market today is that a "Skills Gap" exists between the abilities employers seek in successful candidates and the capabilities that new college graduates have gained through postsecondary education.

AAC&U Association of American Colleges & Universities
A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY
Home | About | Meetings | Publications & Research | Programs | Press
Home > AAC&U News > 2017 > AAC&U News, May 2017 > Perspectives - Mythbusting the "Skills Gap"
AAC&U NEWS
INSIGHTS AND CAMPUS INNOVATIONS IN LIBERAL EDUCATION
AAC&U News, May 2017
Perspectives - Mythbusting the "Skills Gap"
The "skills gap," the idea that US colleges and universities fail to prepare students with skills necessary for successful careers, has become a bogeyman of higher education, capturing the imagination of employers and haunting discussions of curricular reform.
According to a 2015 survey published by the Association of American Colleges and Universities, 91 percent of employers believe that a job "candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major." However, most of these employers (58 percent) think that students are not graduating with the full set of skills necessary to do a good job in an entry-level position. Students were more optimistic, with 74 percent thinking they graduated with the necessary skills.

THIS ISSUE
May 2017
NEWS & EVENTS
News & Events, May 2017
FACTS & FIGURES
Black Student Success: Graduation Gaps Persist Nationwide, but Some Institutions Are Exemplars
PERSPECTIVES
Perspectives - Mythbusting the "Skills Gap"





NACE CAREER READINESS COMPETENCIES
Common and neutral language across disciplines
Built with input from faculty
Researched across employers and industries

CAREER READINESS
for the New College Graduate
A DEFINITION AND COMPETENCIES

DEFINITION: Career Readiness is the combination and demonstration of integrated competencies that college graduates should possess to be successful in the workforce.

COMPETENCIES:

- Critical Thinking/Problem Solving:** Analyze complex issues, make decisions, and evaluate options. Develop a problem-solving mindset and an ongoing, life-long ability to learn and grow.
- Quantitative Literacy:** Apply mathematical skills and concepts to solve problems and make data-driven decisions. Understand the role of data in decision-making and the importance of quantitative literacy in various careers.
- Communication:** Communicate effectively in writing and speaking. Demonstrate the ability to listen, understand, and respond to others. Use communication skills to build relationships and resolve conflicts.
- Teamwork/Collaboration:** Work effectively with others to achieve common goals. Demonstrate the ability to work in a team, share resources, and support one another.
- Leadership:** Inspire and motivate others to achieve common goals. Demonstrate the ability to take initiative, set a vision, and guide others. Develop the skills to manage, coach, and mentor others.
- Professionalism:** Demonstrate a strong work ethic, integrity, and respect for others. Understand the importance of ethics in the workplace and the role of professional organizations in promoting high standards of conduct.
- Career Management:** Develop a clear understanding of one's own strengths, weaknesses, and interests. Demonstrate the ability to set goals, seek opportunities, and make informed decisions about one's career path.
- Information Literacy:** Locate, evaluate, and use information effectively. Understand the importance of digital literacy and the ability to use technology to enhance learning and productivity.

? QUESTIONS

ai ACADEMIC IMPRESSIONS 10



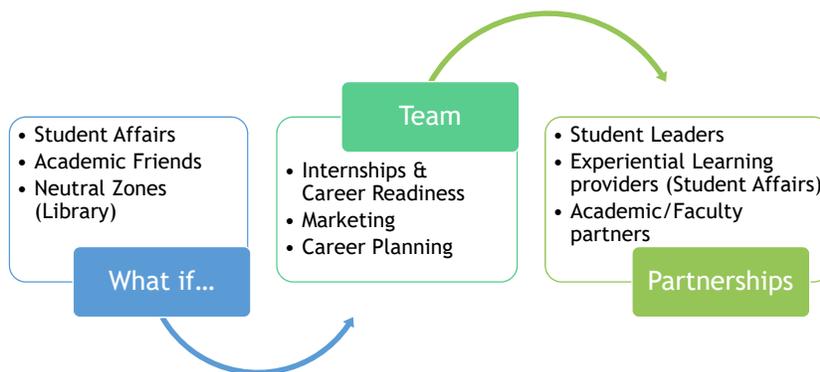
POLL

**Is your campus taking
career readiness on from a
programmatic perspective?**

BADGING

■ Career Readiness as Everyone's Mission

- At our institution, student success is a campus-wide mission based on our desired student success outcomes measured as:
 - 90% first year retention
 - 60% graduation within four years
 - Gainful employment or graduate school enrollment within the first year
 - Salary levels of \$38,500 or higher
- Our Career Readiness Badging Program was designed to support these outcomes for our 3 campuses, across our 129 majors, using our online LMS platform, no budget, and staff "sweat equity."
- We're a State of Florida Preeminent University
Florida State University and University of Florida are the other Preeminent Universities



GETTING STARTED

Explore the What If and What Is

Build a Team to Leverage the Strengths Across Campus

Expanding the Impact of the Team with the Right Partnerships

A Shared Solution - Starting with Respect

- As we began each conversation with respect for what the other party (faculty or staff) brought to the table and the **value** of it, we almost immediately became partners toward a shared solution.
- We shared the philosophy behind our program, which - very importantly does not place “blame” on anyone, but does share **responsibility** amongst all of us.
- And our conversations on how to **partner** together were based on getting to “yes” versus forcing them to see things “our way.”
- The benefit of including their students in our program became a value-add and **validation** for their work.



Building a Career Readiness Community

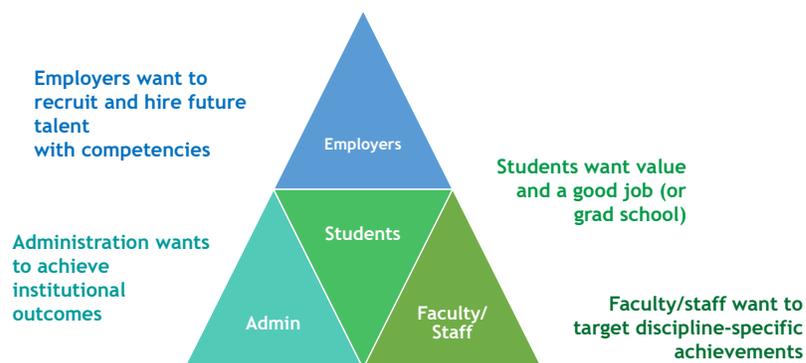


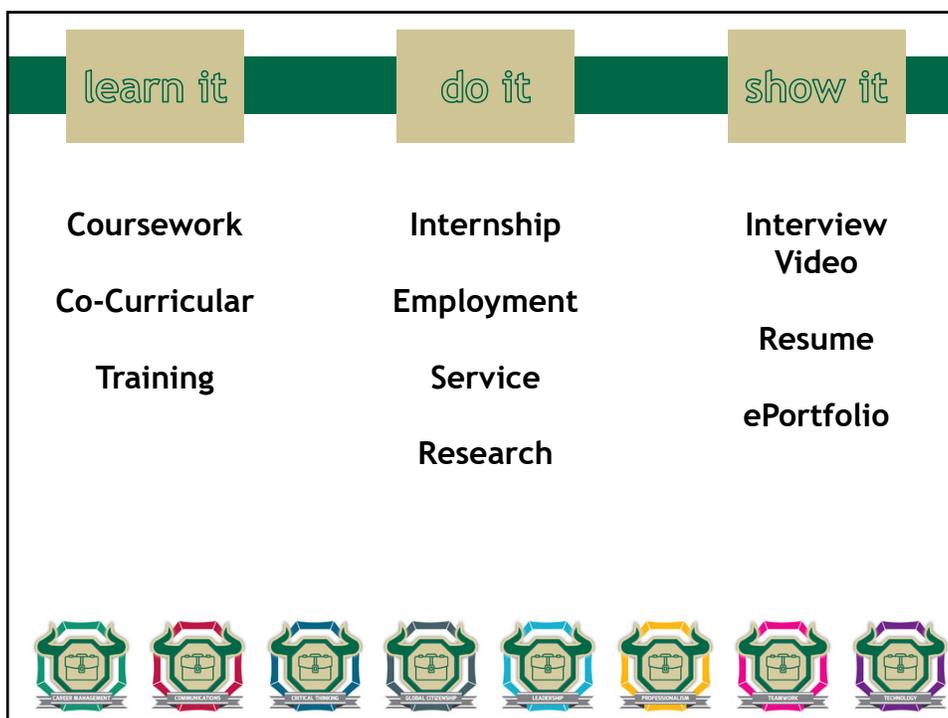
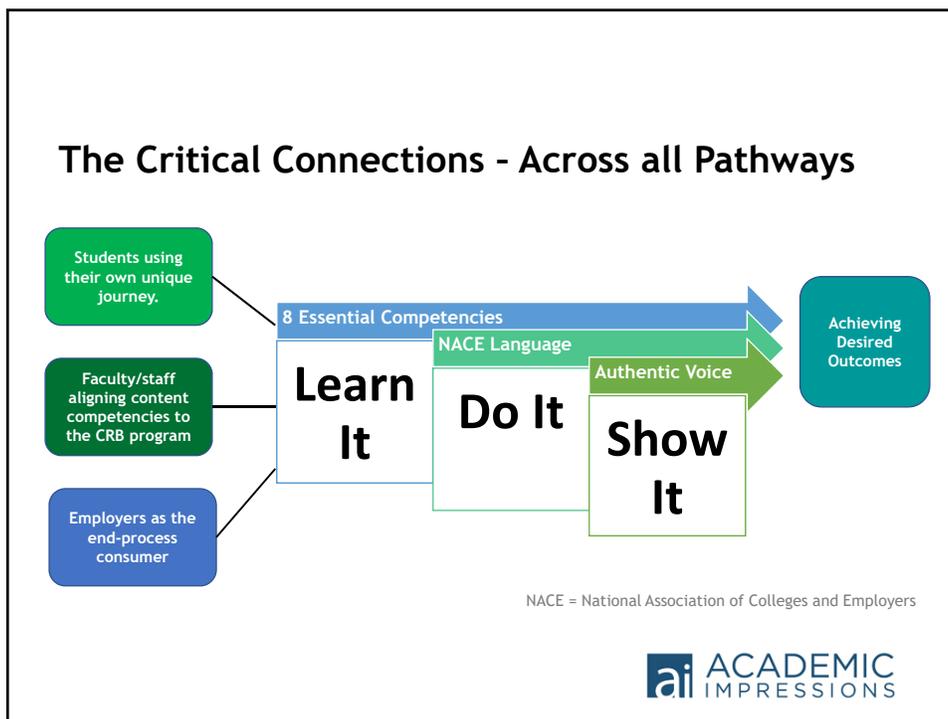
Building and Expanding the Community

- **Students:** we began with Student Government to garner their leadership support (*“adding value to your USF degree based on what you’ve already done”*)
- **Administration:** we used the outcomes important for the institution (and \$0 budget) to gain their support (*“nothing to lose, and everything to gain”*)
- **Faculty:** we started our work with our friends and used their success in conversations we had with new friends (*“creating market-value for your students and your discipline”*)
- **Employers:** we let them know that we’re addressing their career readiness needs (*“we hear you and we’re responding”*)



Our Approach is Student-Centered & Inclusive of the Needs of Our Stakeholders





Two ways that faculty/instructors can engage

Align with a Competency Passive	Embed an Assignment Active
<ul style="list-style-type: none"> • Select a competency best addressed through the course • Inform students of their ability to pursue the competency badge on the syllabus • Direct them to our orientations (open schedule provided in our Handshake career database system) 	<ul style="list-style-type: none"> • Incorporate the badging program as a course assignment • Intentionally provide content and/or experience to be used • Include Badging Program orientation in class • We add the students to the Badging Program course within Canvas (our LMS) to complete module/badge



Summary: Leveraging the Existing Work of our Campus

LEARN IT: Our Academic Faculty and Co-Curricular Staff want to be involved in this work and show the competency-building value of their content.



DO IT: Our Experiential Learning Faculty and Staff want to showcase the career-building value of their opportunities.

SHOW IT: We all want to assure that students can translate this off-campus!





QUESTIONS

HOW TO CONTINUE SCALING THE PROGRAM

Getting high-tech and high-touch “just right” for our 3 USF campuses



Getting the timing and touch-points “just right”



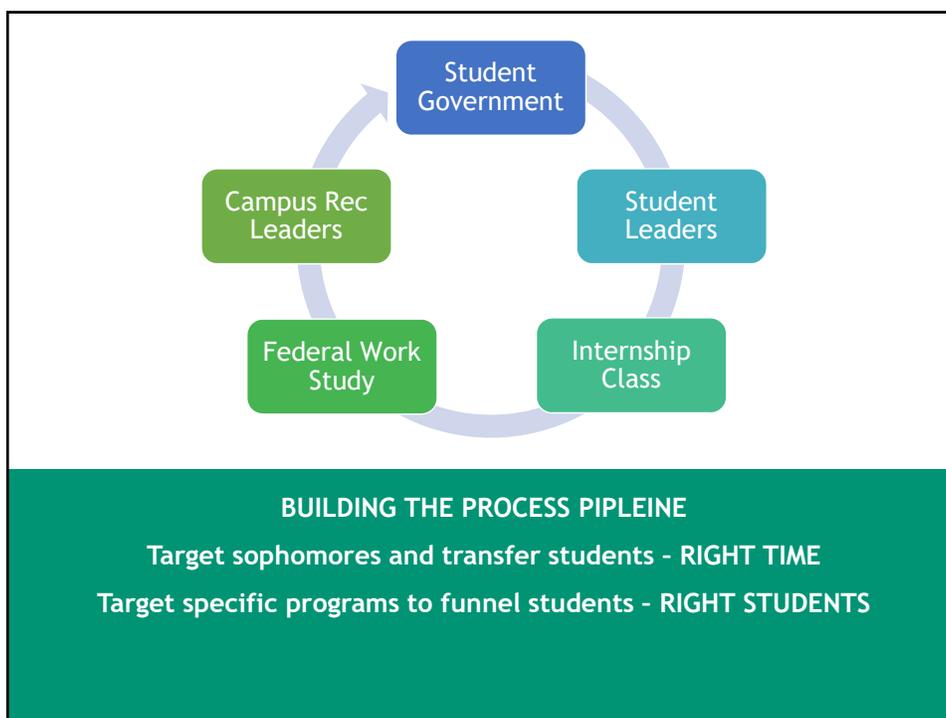
Experiential Learning EXPO

- Our launch event was an engaging Experiential Learning EXPO with “hands on” activities.
- Our pilot launched in collaboration with strategic partners, both Academic and in Student Affairs.
- We connected with our High-Impact Practice Offices to support their career-building impact, and added the Badging program as a HIP assignment option within our General Education curriculum.
- We partner with academic career-focused events to help show the “real world” value of their curriculum (e.g., Anthropology, Communication Sci & Dis, etc.)



■ Lessons Learned through the Pilot

- Taking the time to think through the process (using process improvement tools) is worth the effort.
 - Who/what are the suppliers; stakeholders; customers; partners; requirements
 - Employers are stakeholders (via NACE input); our students are our key customers; faculty and staff are our partners
- Behind-the-scenes professional staff were critical to identifying process wrinkles and in creating the content for the Success Rubrics.
- But the process bottleneck was us. We could not continue to be the Do It/Show It assessors.
- Manually enrolling students (vs self-enroll) in the program helps us to manage growth and to support student on-boarding.



Getting the feedback and turn-around just right



- Following the pilot lessons, we created a student Career Readiness Peer team to provide the orientations, help sessions, and feedback to students in the badging program.
- Students were also the interface for our EXPO launch event.
- Our students are not only the engine for the badging program, but they build their own skills in the process (e.g., Writing Center)



1. To support our Peer team, professional staff built **Success Rubrics** for each Competency Module and Section
2. The **Success Rubrics** include written/oral communication requirements as well as content effectiveness criteria
3. We adapted a prompt hierarchy to help gauge feedback and maintain the integrity of the students' authentic voice and work: **ARISE** model*
4. We developed a coaching framework to scaffold the conversation so that students retained ownership of their content: **COACH**

*Adapted from the RISE Model developed by Emily Wray, faculty at Full Sail University, Orlando, FL



ARISE - the Prompt Hierarchy

- Assess** - align the student's work with the **Success Rubric** for communication skills and response content.
- Reflect** - respond positively to the student's work with a specific "why" based on the **Success Rubric**.
- Inquiry** - asking inquiry questions to probe or expand upon the student's response based on the **Success Rubric**.
- Suggest** - making suggestions to help the student improve upon their work.
- Elevate** - offering inspiration for future enhancement for work.

(Adapted and used with permission from the RISE Model, Emily Wray, Full Sail University)



COACH - the Feedback Structure

- Clarify** - identify the aspect of the answer to be addressed and **Reflect** on those that meet criteria.
- Objective** - share the desired quality of the response per alignment with the **Rubric** (what needs to be improved) and why it's important.
- Action** - Using one of the **ARISE** prompts, motivate the student to craft an improved response that better aligns with the **Rubric**.
- Check** - assure that the student understands what they need to do toward successful completion.
- Help** - make sure they know how to access help if they need it.



HOW IT COMES TOGETHER

HELP **CHECK** **ACTION** **OBJECTIVE** **CLARIFY**

Hi (student name)! You are on the right track with the example you're using from your internship experience. **[REFLECT]**

Could you elaborate more on the software you used? How did you eventually learn to use it effectively? What steps did you take? Is there anything else you learned from this experience? **[INQUIRE]**

I recommend using the STAR-L method to organize your response. Also be mindful that your response should be 1-2 minutes long to answer the additional information suggested above. **[SUGGEST]**

Please resubmit after you have reworked this, and message me through Canvas or comment below once you have done so.

Feel free to contact me with any questions you may have, and we have HELP sessions if you would like to practice before resubmitting your video. Thank you! (Peer Leader's name)



TAKEAWAYS

- Hitting 1,000 student participants within 1 year, with plans for continued growth
- Increasing the badge completion % through the timely and thorough feedback of our Career Readiness Peers
- 200 and growing badges completed
- The learning achieved through program participation is as important as badge completion itself
- 2018 Sothern Association of Colleges and Employers Imaginative Sprit Award





QUESTIONS



THANK YOU

More Online: <http://careerready.usfcs.info>

Lynn Chisholm

Director - Office of Internships and Career Readiness
University of South Florida
lynnchisholm@usf.edu

Peter Thorsett

Director - Strategic Initiatives, Communications and Research
Community Engagement & Career Readiness
University of South Florida
pethorsett@usf.edu





EVALUATION

Thank you!

Please remember to complete the event evaluation.
Your comments will help us continually improve the
quality of our programs.

© Copyright 2018 Academic Impressions

Follow us:



37