HOW TO INTEGRATE CAREER READINESS INTO CURRICULA WITH DIGITAL BADGING

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ACADEMIC IMPRESSIONS 1

LEARNING OUTCOME

After participating…

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

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Agenda

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

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CHAT

What are your current beliefs about a "skills gap"?

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BUILDING CAREER READINESS MODULES

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87%

of new grads feel prepared for the jobs they are seeking

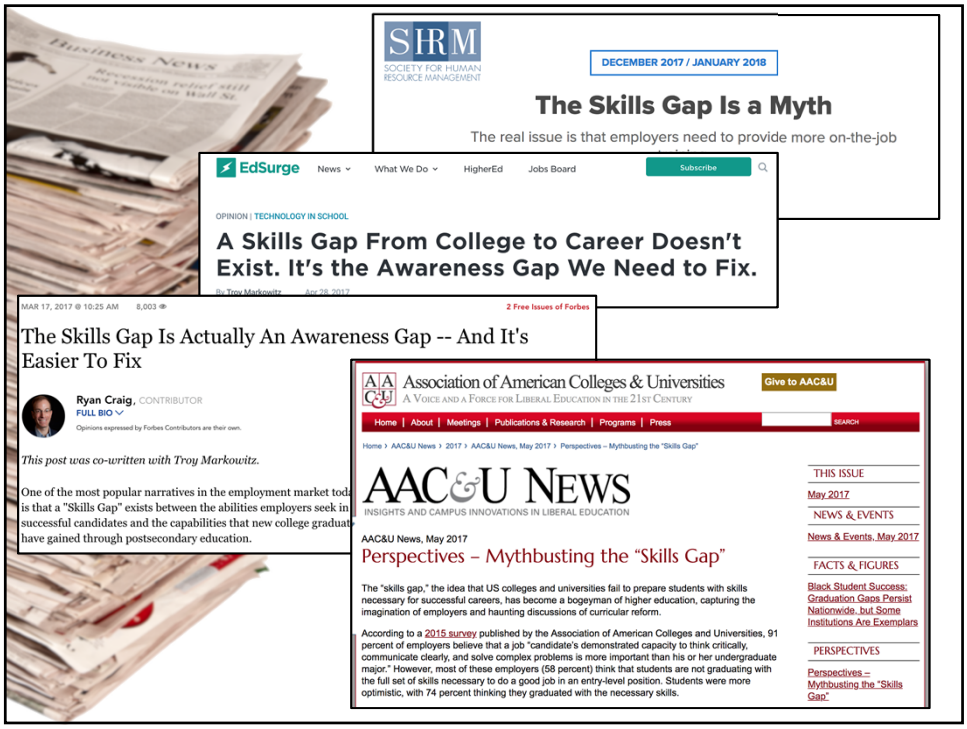
50%

of managers agree that new grads are ready

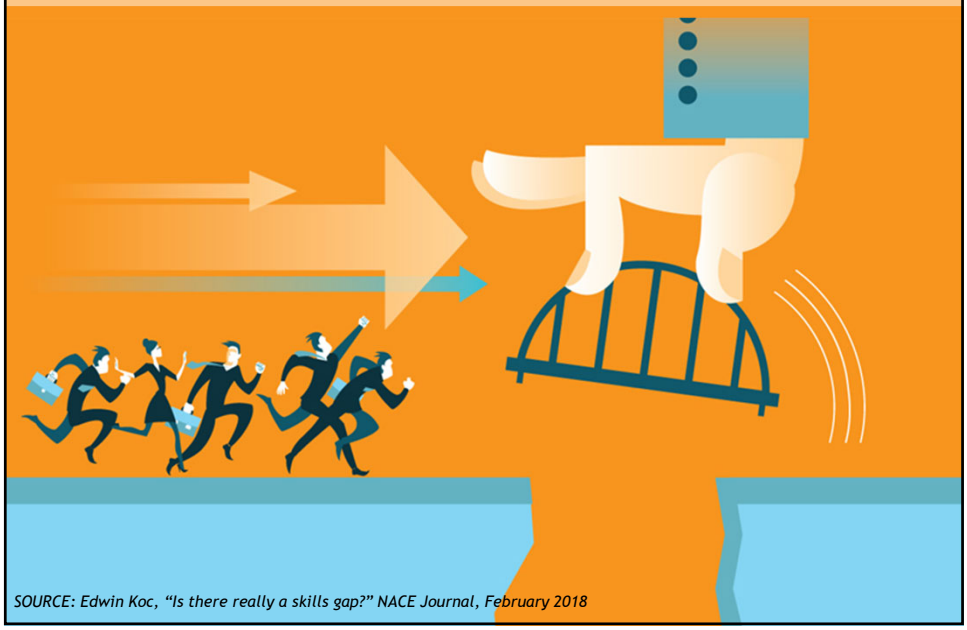
92%

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

SOURCE: Bersin 2017



Despite employer-based assessments, there is NO credible supporting evidence of a national skills gap.



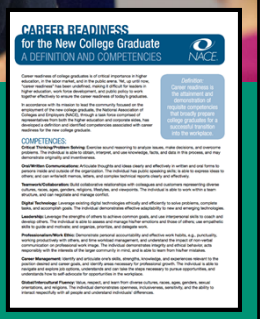
SOURCE: Edwin Koc, "Is there really a skills gap?" NACE Journal, February 2018

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
NACE

QUESTIONS

ACADEMIC IMPRESSIONS 10

POLL

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

ACADEMIC IMPRESSIONS 11

BADGING

ACADEMIC IMPRESSIONS 12

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

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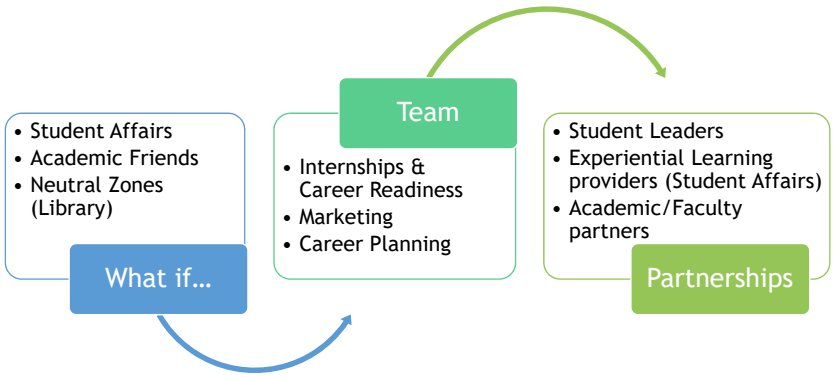

GETTING STARTED

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.

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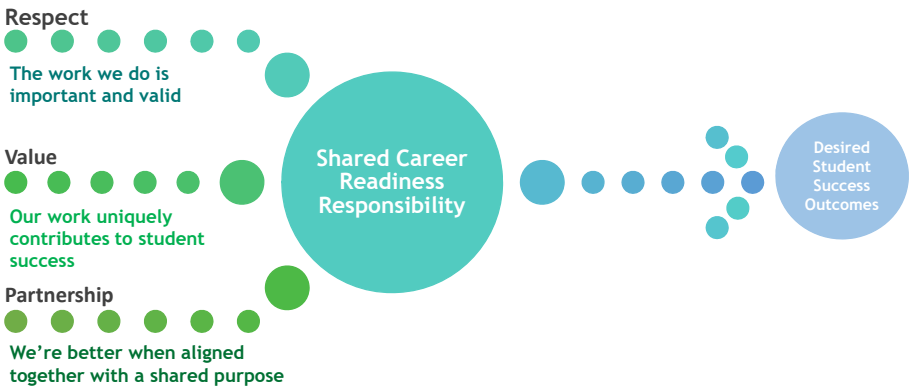
Building a Career Readiness Community



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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*")

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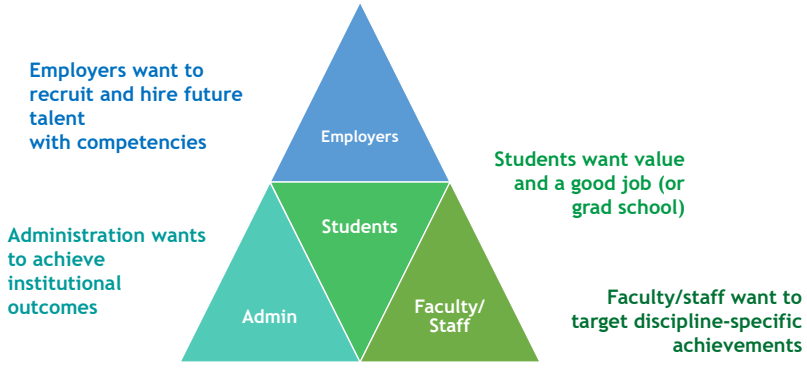
Our Approach is Student-Centered & Inclusive of the Needs of Our Stakeholders



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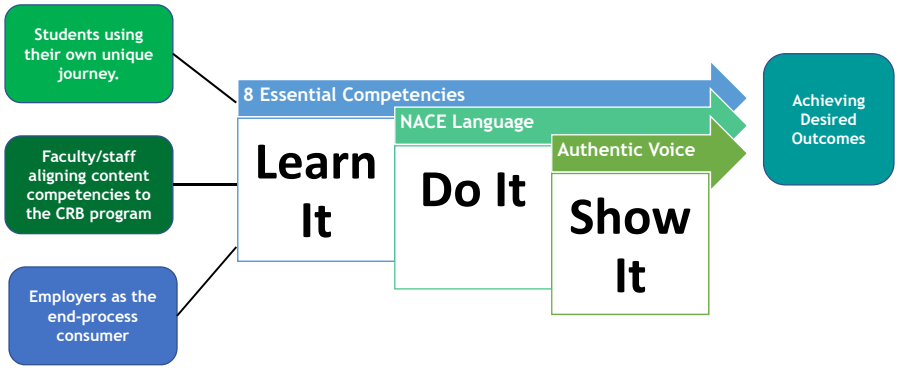
The Critical Connections – Across all Pathways



NACE = National Association of Colleges and Employers

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learn it	do it	show it
Coursework	Internship	Interview Video
Co-Curricular	Employment	Resume
Training	Service	ePortfolio
	Research	

Two ways that faculty/instructors can engage

Align with a Competency

Passive

- 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)

Embed an Assignment

Active

- 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

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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!

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QUESTIONS
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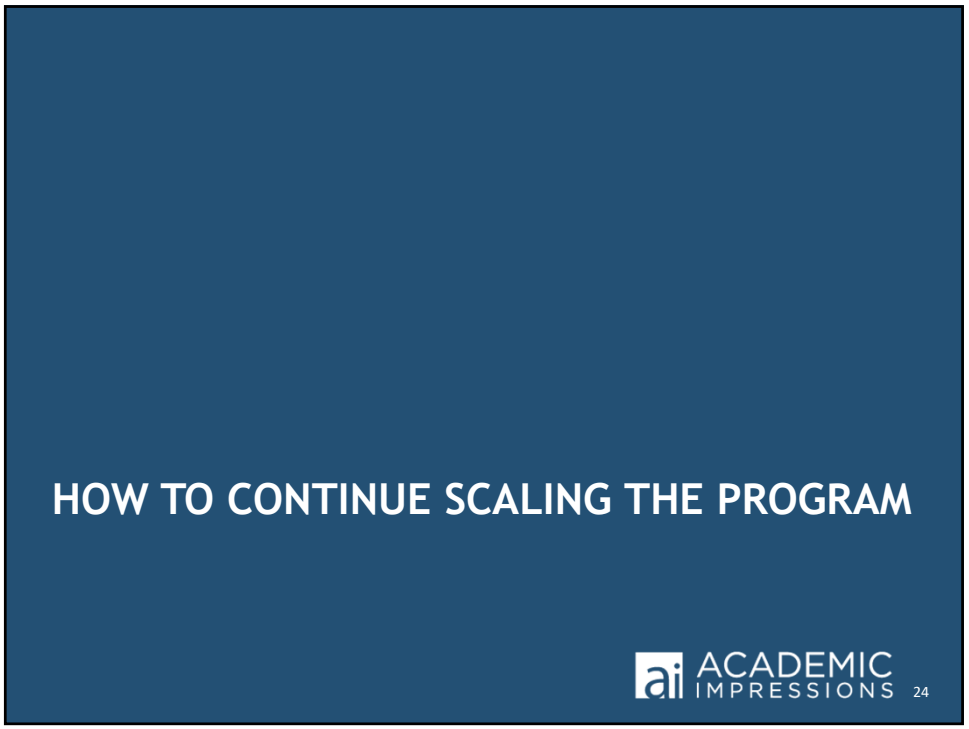
HOW TO CONTINUE SCALING THE PROGRAM
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Getting high-tech and high-touch "just right" for our 3 USF campuses

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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.)

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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.

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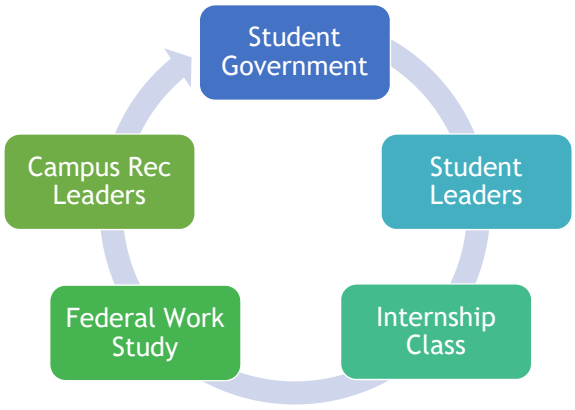

BUILDING THE PROCESS PIPLEINE

Target sophomores and transfer students - RIGHT TIME

Target specific programs to funnel students - RIGHT STUDENTS

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)

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INFINITE COMBINATIONS
Career Readiness Badging Program

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

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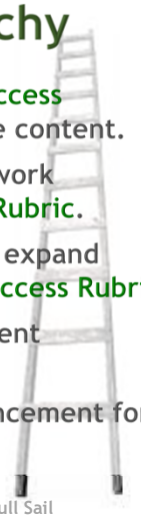
ARISE – the Prompt Hierarchy



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)

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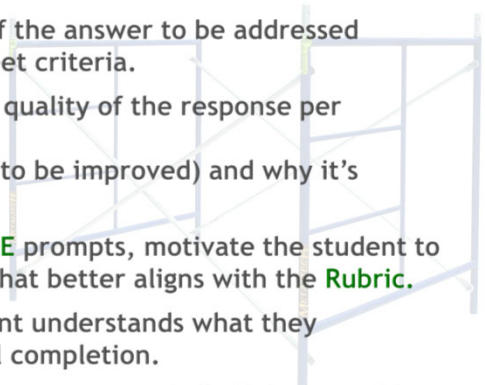
COACH – the Feedback Structure



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.

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HOW IT COMES TOGETHER

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

OBJECTIVE — *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]***

ACTION — *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]***

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

HELP — *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)*

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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

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QUESTIONS

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THANK YOU

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

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EVALUATION

Thank you!

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

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