CLOSING THE ARTICULATION GAP: TRANSFER STUDENTS AND CAREER READY SKILLS

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Co-Chairs, TU/USM B.E.S.T. Initiative
WHY DO CAREER-READY SKILLS MATTER?
Lifelong Career Center

We will create a world-class, lifelong Career Center with services and support for students, alumni, and the greater community seeking professional guidance and navigational tools throughout their careers.

TIGER Way

The TIGER Way, the Transfer, International, Graduate Enrollment Resource Initiative will support the entire student population, especially our non-traditional transfer, international and graduate students as they launch into college life and studies at TU.
### Employers Rate the Essential Need of the Career Readiness Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Weighted Average Rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>4.66</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>4.48</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>4.41</td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td>4.30</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>3.84</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.65</td>
</tr>
<tr>
<td>Career Management</td>
<td>3.38</td>
</tr>
<tr>
<td>Global/Multi-cultural Fluency</td>
<td>2.78</td>
</tr>
</tbody>
</table>

*5-point scale, where 1=Not essential, 2=Not very essential, 3=Somewhat essential, 4=Essential, 5=Absolutely essential*
## Figure 1: Employer vs. Student Perception of Proficiency in Career Readiness Competencies, by Percentage of Respondents

<table>
<thead>
<tr>
<th>Competency</th>
<th>% of Employers That Rated Recent Grads Proficient*</th>
<th>% of Students Who Considered Themselves Proficient**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism/Work Ethic</td>
<td>42.5%</td>
<td>89.4%</td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td>41.6%</td>
<td>79.4%</td>
</tr>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>55.8%</td>
<td>79.9%</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>77.0%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Leadership</td>
<td>33.0%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>65.8%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Career Management</td>
<td>17.3%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Global/Intercultural Fluency</td>
<td>20.7%</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

Source: Job Outlook 2018 (N=201 employing organizations) and The Class of 2017 Student Survey Report (N=4,213 graduating seniors), National Association of Colleges and Employers
CAREER READY SKILLS

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global-Intercultural Fluency
CAREER READY SKILLS GAP SOLUTION

Identify in-demand skills

Develop & apply skills

Articulate skills
“It is quite realistic to consider the entire campus as a learning community. Mapping the learning environment for sites in which learning can occur provides one approach to supporting transformative learning that identifies strength in collaboration—linking the best efforts of educators across the institution to support student learning” (Keeling, 2004).
“In our need to put things in categories, we have classified some parts of higher education as curricular, and other parts as co-curricular, but students just call it college” (Keeling, 2006).
Career Ready Skills

Employers want YOU . . . to be career ready. Sounds obvious, but what does that really mean? Beyond developing course-based knowledge in your field of study, beyond a solid GPA, employers want to know you’ll be able to perform on the job. Regardless of industry or job function, organizations are demanding a common set of competencies from college students and recent graduates:

- Critical Thinking & Problem Solving
- Oral & Written Communications
- Teamwork & Collaboration
- Digital Technology
- Leadership
- Professionalism & Work Ethic
- Career Management
- Global & Intercultural Fluency

Know It. Grow It. Show It.
CAREER READINESS IN THE CLASSROOM

- Content
- Assignments
- Connecting the dots: Making connections explicit
- FYE... but not Transfer Students
- GENL (EDUC) 121
Make classroom career readiness learning **intentional** by building into learning outcomes, assignments, assessments, etc.

**Connect the dots** for students – make career ready skill learning + development in the classroom clear

Capitalize on Career Center **supports**

**Badging** – tool to make learning concrete and assist with articulation
USM B.E.S.T. Initiative
Badging Essential Skills for Transition
USM B.E.S.T. INITIATIVE
BADGING ESSENTIAL SKILLS FOR TRANSITION

INFORM
• Learn about in-demand skills

PREPARE
• ID pathways to develop skills

PROVE
• Get assessment & validation

SHARE
• Use tool to articulate & communicate skills
USM “Launch” Badge
An open badge granted by the USM certifying that earners are ready to start their careers. Through the process of acquiring all of the career-ready badges, earners will hone their ability to articulate their career-ready skills.

Competencies based on skills identified by employers as critical for career success (aligned to NACE Career Ready Skills Framework)

Evidence-Based Dimensions and Criteria
Assessment criteria will be predetermined and include rubrics to assess evidence that a badge earner met the criterion.

USM Institutional Badge Earning Pathways
Institutions “curate” badge earning pathways created out of curricular offerings and/or co-curricular activities. Institutions may also build in an option for students to propose their own badge earning pathways.
LEADERSHIP

The Leader leverages the strengths of others to achieve common goals by effectively:

• Assessing individual and collective strengths, weaknesses, and capacities to achieve the desired goal.
• Engaging diverse or competing perspectives.
• Motivating others.
• Articulating a vision and strategy.
• Organizing, prioritizing, and delegating work, roles, and responsibilities.
• Reflecting on how one’s leadership affects process and outcomes and adjusting as appropriate.
• Reviewing outcomes and assessing implications for future plans.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing individual and collective strengths, weaknesses, and capacities to achieve the desired goal.</td>
<td>Consistently aligns roles/tasks to individual and collective strengths to achieve a common goal, while continuing to identify and foster areas of growth potential.</td>
<td>Aligns roles/tasks with individual and collective strengths and capacities to achieve a common goal.</td>
<td>Encourages others to identify and use their individual strengths to contribute to and achieve a common goal.</td>
<td>Primarily focuses on the goal to be accomplished without regard to assessing individual or collective strengths.</td>
<td>Not observed/no data available.</td>
</tr>
<tr>
<td>Engaging diverse or competing perspectives.</td>
<td>Consistently solicits and synthesizes varying perspectives and effectively analyzes and navigates diverse perspectives to generate positive outcomes.</td>
<td>Frequently solicits ideas, opinions, and diverse perspectives; employs techniques to navigate diverse perspectives.</td>
<td>Occasionally solicits ideas, opinions and diverse perspectives; begins to attempt to navigate diverse perspectives.</td>
<td>Begins to solicit ideas and opinions; actively avoids or ignores diverse perspectives.</td>
<td>Not observed/no data available.</td>
</tr>
<tr>
<td>Motivating others.</td>
<td>Consistently and fairly analyzes individual motivating factors and applies that understanding to elicit optimal performance for goal obtainment within established timeline; employs positive reinforcement techniques; employs constructive feedback mechanisms and problem solving techniques to outline progress and future needs.</td>
<td>Frequently supports a team environment that rewards individual motivating factors; establishes a goal obtainment timeline; employs constructive feedback mechanism to outline progress and future needs.</td>
<td>Within a team environment, encourages individual motivating factors to achieve a shared and clearly delineated goal; begins to develop a mechanism for feedback.</td>
<td>Begins to establish an environment to describe a shared goal; demonstrates basic understanding of individual motivating factors that contribute to goal obtainment.</td>
<td>Not observed/no data available.</td>
</tr>
<tr>
<td>Articulating a vision and strategy.</td>
<td>Provides a compelling narrative to clearly communicate vision to others; develops an effective plan for implementation; determines critical success factors/goals; creates a model to diagnose and track progress.</td>
<td>Articulates vision to others; creates a process for developing a narrative to communicate vision to others and begins to develop a strategic plan.</td>
<td>Can identify and explain vision.</td>
<td>Limited attention to vision.</td>
<td>Not observed/no data available.</td>
</tr>
<tr>
<td>Organizing, prioritizing, and delegating work, roles, and responsibilities.</td>
<td>Articulates goals and deadlines; develops a plan for the team that delegates and prioritizes assigned tasks and timelines; monitors team and individual progress during execution.</td>
<td>Articulates goal and deadlines; develops a plan for the team to follow and delegates responsibilities; monitors team and/or individual progress.</td>
<td>Articulates goals and deadlines; devises a plan for the team to follow that identifies needed knowledge/resources.</td>
<td>Articulates goals and deadlines.</td>
<td>Not observed/no data available.</td>
</tr>
<tr>
<td>Reflecting on how one's leadership affects process and outcomes and adjusting as appropriate.</td>
<td>Can accurately describe the impact of one's personal leadership and communication styles; proactively adjusts approach as needed to optimize group function.</td>
<td>Can begin to describe the impact of one's leadership and communication styles; attempts to adjust approach as needed.</td>
<td>Minimal recognition and articulation of one's leadership and communication styles with occasional recognition of impact on process and outcomes.</td>
<td>Minimal awareness of one's leadership and communication styles with minimal recognition of impact on process and outcomes.</td>
<td>Not observed/no data available.</td>
</tr>
<tr>
<td>Reviewing outcomes and assessing implications for future plans.</td>
<td>Thoroughly evaluates and analyzes process and outcomes; actively assesses and articulates implications for future plans.</td>
<td>Evaluates and analyzes process and outcomes; considers implications for future plans.</td>
<td>Evaluates and analyzes process and outcomes.</td>
<td>Retales facts of the case without evaluation and analysis of the outcomes.</td>
<td>Not observed/no data available.</td>
</tr>
</tbody>
</table>
The Interculturalist navigates cultural boundaries by effectively:

- Identifying one’s cultural norms and values.
- Articulating how one’s experience shapes cultural norms and values and how culture shapes personal experience.
- Analyzing how cultural norms and values affect one’s interactions with others.
- Recognizing the commonalities and differences that exist among people and cultures and how these factors influence one’s relationships with others.
- Understanding the influence of history, geography, religion, gender, race, ethnicity, and other factors on one’s identity and the identities of others.
- Questioning explicit and implicit forms of power, privilege, inequality, and inequity.
- Engaging with people and ideas from other cultures with courage, sensitivity, openness, and curiosity.
Student Learning Outcome: Expand the cultural awareness of the group in relation to refugee countries of origin in a manner that is asset-based, moving beyond superficial information, towards relevance and nuance.

Assignment 1 -- Socio-Cultural Presentation

• Interculturalist Dimensions:
  • Understanding the influence of history, geography, religion, gender, race, ethnicity, and other factors on one’s identity and the identities of others
  • Articulating how one’s experience shapes cultural norms and values and how culture shapes personal experience

Assignment 2 – Interview Reports & Creative Responses

• Interculturalist Dimensions:
  • Engaging with people and ideas from other cultures with courage, sensitivity, openness, and curiosity
  • Analyzing how cultural norms and values affect one’s interactions with others
The Communicator expresses thoughts and ideas by effectively:

- Using syntax, grammar, and/or vocabulary appropriate to the context and modality.
- Ensuring messages are organized, clear, and consistent with any supporting material.
- Tailoring the message and delivery method to the topic, audience, purpose, and context.
- Reflecting on one’s own messages and adjusting as appropriate.
- Critically analyzing others’ messages.
- Engaging diverse and competing perspectives and the ways they influence communication.
Assignment 1 -- PowerPoint Project that requires students to include images, combined with extensive notes in a way that is clear, synthesized and allows audience to immediately discern their main concepts.

- Communicator Dimensions:
  - Using syntax, grammar, and/or vocabulary appropriate to the context and modality
  - Ensuring messages are organized, clear, and consistent with any supporting material
  - Tailoring the message and delivery method to the topic, audience, purpose, and context
Portfolium

You’re more than just a GPA!

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Additional Info
- Follows your company
- Entered your challenge

Overview
Cal Poly San Luis Obispo
BArch - Architecture (2017)

Skills
- Adobe Photoshop
- Adobe Illustrator
- Sketchup
- AutoCAD 2013
- Illustrator

Proof of Skills

- Studio Sophy Website
  Built my own portfolio website/blog to showcase my design and photography work. Please visit: studiosophy.com
  - Graphic Design
  - 3

- Zenplaza
  Architecture Design Studio project, fall 2015. ZENPLAZA: A Zen Buddhist center in the heart of Kyoto...
  - Architecture
  - 6

- Flower Girls
  The Flower Girl Series is a personal passion project made for Instagram. Inspired by whimsical summer...
  - Arts & Crafts
  - 7
How is Portfolium Different?

On Portfolium, your work is made discoverable by employers, and it's your work that is the most direct proof of your skills and ability.

This means that a project you completed in one of your courses or even outside of the classroom can be what puts you on the radar of a top employer.

You're more than just a GPA, and more than just a resume. Portfolium is where you prove it and where employers find you.

Portfolium is 100% free for life - even after graduation. Enjoy!
University Validated

Digital badges represent a unique data point for employers to investigate as they are University-validated and assessed for accuracy, unlike other application materials such as LinkedIn pages and resumes.

Digitally Accessible

The digital format of badges allows employers to quickly scan it alongside other application requirements. It’s “embed-ability” and expandability fits the rapid workflows of hiring professionals.

Interactive

Employers can click on various aspects of the Portfolium page to quickly and easily digest key candidate skills and accomplishments. More information is expandable, if needed, but not overwhelming to employers.
**Signaling Tool & Proxy**

Badges identify students that have gone above and beyond to pursue interests and achieve goals. In this way, badges proxy for persistence and grit during the hiring process, especially for students that may be “on the fence” in hiring processes.

**Storytelling & Interview Tool**

Digital badges mediate behavioral interviews by serving as inspiration for hiring managers to generate questions. Students use badges to support the synthesis and articulation of past experiences.

**“Selling” Capability**

Because digital badges create a more holistic view of applicants, they can be used by HR professionals to “sell” a candidate to hiring managers that need evidence and examples of their skills and abilities.
USM B.E.S.T INITIATIVE ‘18-19’ PILOTS
TU BADGING COMMITTEE

ACADEMIC AFFAIRS
Marcie Weinstein – CHP
Rod Stump – CBE
Emily Bailey – CLA
Greg Faller – COFAC

ADMIN & FINANCE
Matt Wynd – OTS

STUDENT AFFAIRS
Corey Bailey – Student Activities
Anne Korme – Center for Student Diversity
Malinda Jensen – Housing & Residence Life
Kathryn Knaus – New Student & Family Programs
Lorie Logan-Bennett – Career Center
Stephanie Day
Towson University | Biology/Life Sciences: Zoology | 2019

"Golden Key member proudly showcasing my accomplishments and skills"