

## **Connect College to Career**

Example PACE from Texas State University

1. UNIV 1010 revamp with focus on careers and goal setting. Student Learning Outcome in critical thinking
2. UNIV 1010 themed for colleges/majors/undeclared
3. Eportfolio holds goals set in U1010, resume, activities/experiences, etc. and access to advisor, instructor and Career Center
4. Curriculum development for junior and senior seminars to address preparation for career acquisition and development
5. College orientations and fairs each year –invite alumni What can I do with this major?
6. Intern office reinstated
7. Peer Career Advisors expanded
8. English themed to majors/colleges

## **Engagement or Connecting for Professional Success**

1. Gen ed mapped to professional skills of writing, communicating, problem solving/critical thinking, ethics/professionalism) These are also the SLOs
2. Faculty development on active learning to engage student in gen ed content (Or HILE)
3. UNIV 1010 redesign to focus on skills needed as student and professional and goal setting
4. Courses in major can also add artifacts to the eportfolio to support the SLOs but also additional knowledge/skill for the major
5. ePortfolio holds goals set in U1010 and resume; gen ed courses require student to upload evidence and reflect on the applicable skill writing, communicating, problem solving etc. Can continue to add as required or as student determines. Can be accessed by advisor, instructor and Career Center
6. Portfolio coaches help students at any point with eportfolio. Could be students.

Possible obstacles:

- concern about the eportfolio platform
- how to ensure buy-in
- adoption by the General Education faculty;
- broad scope

Ideas:

- Make U1010 a required course/possibly free or at a reduced rate
- Use U1010 to begin the eportfolio process and establish goals (i.e. maintaining scholarships, study abroad, internships )
- Form a Raider Connect type group that students can opt into
- Course redesign for gen ed to link freshman classes

- Remove the mapping component

Questions:

- Is there a way to ensure students continue to add to portfolio after U1010?
- If not tied to a course, how do you make students participate?

### **1st Generation Freshman**

Example from University of GA

1. UNIV 1010 revamp on 1<sup>st</sup> generation students; require introduction to critical services and experiences
2. Parent/Supporter Education
3. Specialized services such as mentoring from 1<sup>st</sup> generation peer in their major
4. 1<sup>st</sup> Generation Learning Community

### **Academic Engagement in Gen Ed**

Examples from Pfeiffer, UNCW, NC State, NKU)

Gen Ed courses are infused with engagement activities (service learning, applied learning, HILE, multidisciplinary etc. ) HIPPS

Utilize existing gen ed SLOs (writing, oral communication, critical thinking, math)

Courses redesigned through faculty teams

Faculty receive professional development on engagement in the classroom

Faculty Learning Communities on Engagement Practices

Ideas:

- Use a 'passport' type program to incorporate the Freshman experience
- Tie co and extra-curricular programs into courses
- Create faculty learning communities for course redesign (possibly through grants) – focus on careers (Jason)
- Carry through to well-designed linked classes U1010 with any gen ed
- Redesign U1010 for majors/colleges and require goal setting
- Have 2 phases – freshman/sophomore and junior/senior redesign
- 1<sup>st</sup> year learning communities
- HIPPS/HILE = Writing intensive, collaborative research, global learning, service learning, intern, capstone
- Hold college orientations as one of the co-curricular events

## **Expand EXL**

At the lower division level, courses are designated as EXL (service learning, intern, research, intern, study abroad, etc)

Utilize existing EXL SLOs

Provide grants to faculty groups

Introduce Eportfolio at lower division level through 1 hour EXL course

Actively connect with business and industry

## **Academic and Professional Engagement**

1. Design U1010 for majors as well as undeclared and have students begin eportfolio with goals (writing, oral communication, critical thinking SLOs)
2. Create a 1 hour U4010 for seniors to focus on completion of their eportfolios, networking, interviewing, and resume/cover letter writing (writing, oral communication, critical thinking SLOs)
3. Students have access to eportfolio advisor/coach
4. Also Gen Ed redesign grants for greater engagement /High Impact Practices (SLOs writing, oral communication, critical thinking)
5. Create faculty learning communities
6. Redesign U1010 to have new focus/goals that could be like the following taken from USC Columbia QEP...
  - Require students attend at least one short-term beyond the classroom event/experience and help them make connections between the event and other experiences or course work they have had.
  - Enhance activities, lesson plans, and assignments to 1) make students aware of *USC Connect* opportunities; 2) help students understand how participating in Beyond the Classroom experiences can deepen the learning and enrich their educational experience; 3) actively involve students in short-term Beyond the Classroom experiences; and 4) foster the habits of mind that lead to an integrated learner.
  - Assist students in learning how to use the *USC Connect* technology system that connects students with relevant opportunities and information and tracks participation
  - Develop materials for the UNIV 101 faculty resource manual with ideas for lesson plans, activities, and assignments that foster and assess integrative learning.
  - Enhance current UNIV 101 faculty development efforts to include training on integrative learning.
  - Train UNIV 101 Peer Leaders to help their students better understand the purpose and opportunities associated with *USC Connect*.

In addition, select sections of University 101 will utilize deeper methods to foster integrative learning, including service-learning and linked course learning communities. Sections will be linked to another academic course whereby students are co-enrolled in two courses. Linked coursework serves a variety

of purposes, including integrating within the classroom experiences with beyond the classroom experiences, providing greater coherence to the curriculum by helping students make connections between courses, and helping students develop the skills of an integrated learner. UNIV 101 sections could be developed that link to specific beyond the classroom pathways (i.e., undergraduate research, community engagement, international learning, leadership, career exploration).

Issues:

If U1010 and U4010 are not required how to incentivize them

Some majors already provide the U4010 content within their courses