



## STUDENT LEARNING OUTCOMES FOR SESSIONS

### Networking – September

This session is designed to teach our participants the details and subtleties associated with professional networking.

By the conclusion of this session, students will:

- differentiate between appropriate and inappropriate professional etiquette and communication (oral, written, and other), and
- initiate and build relationships that have the potential to benefit them in their professional and/or personal lives.

Assessment:

- Students will be presented with video case studies demonstrating appropriate and inappropriate professional etiquette and communication, and will discuss these scenarios in small groups. The entire group will reconvene and a representative from each small group will summarize their discussion with help from the session facilitator.
- Students will participate in a networking event with community members. After the program has ended and the students have gone, the three program administrators will solicit general feedback from community participants. Students will submit a list of at least three community members whom they plan to contact again in the future.

### Creating a Brand – October

This session will teach our students effective ways to identify and develop a core identity of values, experiences and attributes that they can then market for personal and professional benefit.

By the conclusion of this session, students will:

- practice concrete methods for marketing their character traits and their skills, and
- comprehend the concept of possessing a brand and demonstrate congruency between what they believe, what they say, and what they do.

Assessment:

- Students will design a business card and write a mission statement to practice marketing their character traits.
- Students will create a concept pattern organizer in which they will include both personal characteristics and examples of those characteristics. In a constructive manner, peers will attempt to offer counter-examples for each other, as well as feedback concerning congruency between each student's concept pattern organizer and their personal brand/mission.

### Job Search – November

The skills developed in this session should help participants become successful at locating employment opportunities that coincide with their personal goals and ideals.

By the conclusion of this session, students will:

- produce an effective cover letter and resume, and
- apply newly learned skills for their job search (web searches, directories, networking with recruiters)

Assessment:

- Students will create a cover letter and resume that will be evaluated using a rubric.
- Students will produce a record of employer contacts outlining specific strategies.

### Personal/Professional Character – December

This session will incorporate interactive activities on conflict resolution, diversity, and will teach students how to maintain congruency between their values and actions.

By the conclusion of this session, students will:

- evaluate various methods of confronting and/or resolving conflict, and

- identify the value of diversity in the workplace, including differences among generations, races, genders, spiritual and/or religious traditions, cultural backgrounds, and sexual orientation.

Assessment:

- Students will review case studies on confrontation and conflict resolution in small groups. Each small group will perform their case study in front of the entire group. A facilitator will lead a discussion on the effectiveness of techniques portrayed.
- Students will complete a survey prior to and following the session. Each time, the survey will ask students to identify a variety of qualities that they believe to be beneficial in the workplace. Facilitators will help students to determine if any change has occurred between pre- and post-session surveys.

#### Interviewing – January

Students will have the opportunity to learn and practice effective interviewing techniques through mock interviews and discussions with working professionals.

By the conclusion of this session, students will:

- demonstrate successful interviewing techniques and enhancements.

Assessment:

- Students will participate in a mock interview and interviewers will produce an evaluation.

#### What's Next - February

Students will learn how to operate in a new office environment by navigating company culture, distinguishing benefit options, and utilizing human resources effectively.

By the conclusion of this session, students will:

- distinguish between benefits packages, including health insurance, life insurance, short-term and long-term disability, 401(k), tuition reimbursement, vacation/personal time, and other fringe benefits,
- complete tax and other required forms prior to the start of a new job, and
- be able to recognize the culture of companies for which they may wish to work.

Assessment:

- Students will be presented with one list of various employer benefit packages and another list of applicants that includes descriptions of their unique circumstances. Students must then correctly match each applicant with the appropriate benefit package.
- Students will complete a set of tax and other employment-related forms on their own. Facilitators will help students to determine if all fields have been completed properly.
- Student will develop characterizations of actual companies based on limited information.

#### Finances – March

This session will promote personal responsibility for creating a budget and managing finances (e.g., renting an apartment, buying a home, leasing or buying a car, building credit, and incidentals).

By the conclusion of this session, students will:

- comprehend the concepts of budgeting credit, debt, student loans, and savings, and
- generate a personal budget by applying the aforementioned concepts.

Assessment:

- Students will complete a quiz to demonstrate comprehension of credit, debt, student loan plans, and personal savings.
- Students will create their own balanced monthly budget.

#### Community Engagement – April

This session will promote social responsibility by suggesting ways to become involved within their community.

By the conclusion of this session, students will:

- identify ways to become personally engaged in a new community.

Assessment:

- Students will create a plan which lists five ways to become involved in a new community.