RU Focused? Career Readiness for First-Year Students & Peer Educators

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Learning Outcomes

In this session we will:

• Describe a unique first-year seminar model
• Review the NACE career competencies
• Share activities for career development
  • First-year students
  • Upper-class student leaders
• Provide samples of assessment tools for the NACE career competencies and data collected
First-Year Interest Group Seminars (FIGS)

COURSE INFO

• Explore a potential area of study and college transition (FIGS elements)
• 10-week, one-credit, Pass/No Credit
• Capped at 25 students
• Enroll about 20% of the FY population
• Approaching 20th year
  • 2000: 5 sections, 3 topics
  • 2018: 74 sections, 37 topics
  • 2019: goal of 100 sections
First-Year Interest Group Seminars (FIGS)

PEER INSTRUCTORS (PIs)

- Plan and facilitate their own courses
  - Spring: training
  - Summer: course development
  - Fall: training, attend 3-credit PI seminar
- Earn 3-credits and receive an $850 stipend
- Average GPA: 3.57
- Motivated to leave a mark at RU, not necessarily to pursue teaching full-time
- 400+ applications for 2019
A Timeline

2015
• NACE releases the Career Readiness Initiative and 7 career competencies
• FIGS Program launches PI Self-Assessment process

2017
• NACE adds an 8th career competency, global/ intercultural fluency
• FIGS joins University Career Services and adopts career readiness competencies

2018
• January- Analysis of FIGS data (2015-2017) shows statistically significant results
• FIGS updates self-assessment with rubric for each competency
• FIGS updates career development content for first-year students
Career Competencies

Career readiness is the “attainment and demonstration of requisite competencies that broadly prepare students for a successful transition into the workforce” (NACE Website, July 2017)

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

*FIGS also measures Content Knowledge, a PI’s understanding of their topic, along with these competencies.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Considered Skill Essential</th>
<th>Rated New Hires Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism/Work Ethic</td>
<td>100%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Critical Thinking/Problem- Solving</td>
<td>99.2%</td>
<td>55.8%</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>97.5%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td>95.9%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Leadership</td>
<td>68.6%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>64.2%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Career Management</td>
<td>47.1%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Global/Intercultural Fluency</td>
<td>31.1%</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

Career Development: First-Year Students

FIGS COURSE CONTENT

1. Sokanu Self-Assessment
2. Discussion and Processing of Sokanu results in class with UCS team member
3. Post-class Assignment: Career Reflection and Handshake Profile Completion
SOKANU CAREER ASSESSMENT

Discover and explore careers.

Rutgers University Career Services has partnered with Sokanu to provide you with an inspiring and innovative career exploration system.

Sokanu's interactive, engaging 30 minute assessment matches you to our current database of over 800 careers.

Take the career inventory

Trusted by millions
Processing Sokanu Results

In class discussion, with a partner/group:

• Which career match most interested you and why?
• What other information about this career would help you determine if it’s a good fit?
• What themes or commonalities did you notice across your results?

Post-class reflection assignment:

• What skills, interests, personality characteristics, and/or values do you see trending across your results? What excites you about your results and what concerns you about your results?
• What is one important step to take in the next 6 months to help you further explore your career and major idea(s) and become more confident about pursuing them? How will taking this step positively impact your career journey?
• When considering the career that is most exciting to you, what is one important step to take in the next 6 months to help you further develop your skills? What are the specific skills you hope to improve and why?
Welcome to Handshake, Kaitlyn.

View Profile →

Based on Job Roles You're Interested In →

- 2019 Spring Strategic Marketing Internship
  - CSMLeadErg
  - New York, NY
  - Unpaid Part-Time Internship
  - Apply before 12/01

- Marketing Generalist Intern
  - Wistia
  - New York, NY
  - Part-Time Internship
  - Apply before 12/01

- Paid Internship: Associate Community Manager
  - Latina Media
  - New York, NY
  - Part-Time Internship
  - Apply before 12/01

- 2019 Summer Internship Program - Search Engine Marketing
  - Horizon Media, Inc.
  - New York, NY
  - Full-Time Internship
  - Apply before 11/1

On-Campus Jobs →

- BTN Student Remote Assistant
  - No Location

- Student Caller
  - Remote/Office

- Data Scientist (Marketing Analytics Analyst)

- Help Desk Technician (IT)
  - Remote/On Campus
Assessment Results

UCS Presentation Survey

- Overall Effectiveness (1-10 scale)= 7.53
- Would recommend to a friend (1-10 scale)= 7.58

Final Course Evaluation (1-5 scale)

- This course helped me to explore different career opportunities and resources within my topic. 4.5
- Sokanu provided me with a stronger understanding of my skills, values, and interests and how they impact my career decisions. 4.35
- I am more likely to visit UCS and/or use the online tools UCS provides after the presentation from a UCS team member. 4.31
- I have a greater sense of confidence regarding my major/career interests after completing my FIGS. 4.24

Takeaways

- Balancing Career Development with other purposes of course
- Still determining developmentally appropriate content for first-year students, especially given the various types of topics within the FIGS program
Career Development: Peer Instructors

PI Course Content

- Coursework technically begins in the spring semester before teaching
- Provides ongoing support and training during the teaching experience
  - Additional teaching strategies
  - Classroom management skills
  - Processing teaching experience
  - Administrative support
  - Self-Reflection
PI Seminar: Activities and Assignments

• Completing a peer observation and evaluation
• Mid-semester Reflection Paper
• Career Development lesson
  • Resume writing
  • Behavioral interviews
  • InterviewStream
• Final projects- course portfolio and in-class presentation
• Extra credit opportunities: LinkedIn Profile Update and UCS Program Attendance
Measuring Career Competencies

Assessment tools

- Pre-test (September)
  - PI scores their competence 1-10
  - Controls added in 2018 to account for concurrent leadership experiences

- Post-test (December)
  - Includes re-assessment of their abilities before their teaching experience AND post-test question
## Career Competency Rubric

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational (1, 2)</td>
<td>Gains awareness of new ideas and concepts; focus on learning</td>
</tr>
<tr>
<td>Developing (3, 4)</td>
<td>Practices ideas and concepts with some frequency and with support of others; focus on gaining experience</td>
</tr>
<tr>
<td>Satisfactory (5, 6)</td>
<td>Applies skills and concepts with increased consistency; focus on building confidence</td>
</tr>
<tr>
<td>Advanced (7, 8)</td>
<td>Performs independently and thinks critically about strengths and weaknesses; focus on self-improvement</td>
</tr>
<tr>
<td>Expert (9, 10)</td>
<td>Excels in skill area and serves as a resource to others; focus on teaching others</td>
</tr>
</tbody>
</table>

*Rutgers University First-Year Interest Group Seminars, 2018*
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Rated New Hires Proficient</th>
<th>PI Pre-Test (1-10)</th>
<th>Expectation (1-10)</th>
<th>PI Reflective Test (1-10)</th>
<th>PI Post-Test (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork/Collaboration</td>
<td>77.0%</td>
<td>7.59</td>
<td>8.81</td>
<td>7.55</td>
<td>8.66</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>65.8%</td>
<td>7.2</td>
<td>8.45</td>
<td>7.16</td>
<td>8.19</td>
</tr>
<tr>
<td>Critical Thinking/Problem-Solving</td>
<td>55.8%</td>
<td>7.2</td>
<td>8.73</td>
<td>6.8</td>
<td>8.57</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>42.5%</td>
<td>7.92</td>
<td>9.16</td>
<td>7.51</td>
<td>8.77</td>
</tr>
<tr>
<td>Oral/Written Communications</td>
<td>41.6%</td>
<td>7.34</td>
<td>8.91</td>
<td>6.97</td>
<td>8.61</td>
</tr>
<tr>
<td>Leadership</td>
<td>33.0%</td>
<td>7.5</td>
<td>8.89</td>
<td>7.28</td>
<td>8.85</td>
</tr>
<tr>
<td>Global/Intercultural Fluency</td>
<td>20.7%</td>
<td>7.45</td>
<td>8.69</td>
<td>7.36</td>
<td>8.49</td>
</tr>
<tr>
<td>Career Management</td>
<td>17.3%</td>
<td>6.81</td>
<td>8.23</td>
<td>6.97</td>
<td>8.3*</td>
</tr>
<tr>
<td>**Content Knowledge</td>
<td>--</td>
<td>7.18</td>
<td>8.57</td>
<td>7.68</td>
<td>8.8*</td>
</tr>
</tbody>
</table>
Assessment Results

PI ED Course Assessment data

- “Rate the effectiveness of the PI experience as a means to develop skills that will be valuable in your career.” (1-5 scale), Course Avg 4.65
- This course/experience has helped me prepare for my next step as a young professional. Strongly Disagree- Strongly Agree (1-5 scale), Course Avg 4.60

Takeaways and questions to consider:

- How did rubric affect students’ self-perceptions?
- Is there variation in PI data (e.g. type of FIGS taught, first-gen, etc.)?
- Development of individual report that highlights competency development
- Strong correlation between teaching and competency confidence, but not causation
  - finding a true control group
  - continue to find colleagues on campus doing similar work
- “Doing” the competencies isn’t enough; have to create space for students to reflect
- Students value time invested in translating their current to their future
Discussion Questions

• What are your learning goals regarding career development for first-year students? What strategies do you use to accomplish them?
• How are the NACE competencies used on your campus? How could they be used?
• What strategies do you use to promote the professional development of your student leaders/peer educators?

Contact Us
figs@echo.rutgers.edu
Please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye19/

#FYE19