

Employability Council Report and Plan

“There is no more important task at Eastern today than giving our students the skills and experiences they need to be successful on their chosen career paths while ensuring that they can document and articulate the skills they have learned.”

President Elsa Núñez, May, 2018

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Employability Council Report and Plan

I) Executive Summary

In this report, we present a campus-wide plan to improve the career readiness of Eastern undergraduates. The plan is pro-active and multi-dimensional involving integrated efforts by all campus stakeholders and organizational units to deliver a step-change improvement in Eastern student career prospects.

The plan includes necessary background information to provide relevant context, articulation of the overall aim, defined goals to achieve the aim, identification of specific tasks that different parties should undertake and integrate, major recommendations, and a strategy for implementation and assessment.

The plan is by necessity **temporal** – directing every student to develop a multi-year career plan involving a progression of student achievements and employability-related activities; **collective** – being adopted by all campus organizational units; **integrated** – establishing efficient collaboration within the system; **interpersonal** – relying on direct student-faculty-staff interactions; **intrapersonal** – compelling every student to explore, reflect and identify personal strengths, talents, interests and goals; **communicative** – calling for a campus-wide language of employability; **dynamic** – recognizing that the plan cannot be static, but evolves due to changing internal and external forces that are drivers for change; **systematic** – constituting a key component of Eastern undergraduate culture and curriculum and strategic planning; **supported** – requiring high-level university commitment and long-term support; **publicly promoted** – generating positive external publicity to support graduate employment, recruitment and institutional reputation; **alumni involved** – embracing the notion that more successful graduates become more engaged alumni generating future internship and employment opportunities for Eastern students thereby creating a positive feedback loop; **annually monitored** – requiring review of employability plan activities to avoid complacency and ensure efficacy; **periodically assessed** – evaluating annual employability data relative to set benchmarks; **regularly improved** – identifying steps to improve the plan based on assessment data, in order to adopt measures to maintain relevance and excellence.



II) Introductory Information

1) Overarching Aim of the Employability Plan:

To meet the challenge of increasing the employability of all Eastern graduates.

2) Definition of Employability:

Employability is a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, benefitting themselves, the workforce, the community and the economy.¹

3) Background Information

Public perceptions of the value of a liberal arts degree vary. Many are unaware of what a liberal arts education entails, and to some, the descriptor ‘liberal’ has a negative connotation because of its widespread use in the nation’s polarized political discussions. The cost of higher education has forced parents and students to scrutinize the return on their educational investment. The perception that university degrees should be specifically vocational has increased and challenges the traditional prestige and value of a liberal arts education, even if it is pitched as “practically applied”. Annual budget pressures within the CSCU system have forced Eastern to remind all Connecticut stakeholders of the true value of a public liberal arts institution.

In May 2018, the Association of American Colleges and Universities and the American Association of University Professors issued a joint statement on the value of liberal education¹. The statement emphasizes the value of a liberal arts education for the development of the mind, and for ‘the free search for truth and its free exposition’. It discusses the importance of liberal arts higher education as more than a narrow vocational training, but preparation for lifelong learning, creative inquiry, critical thinking and adaptability – ideal attributes for any future employment.¹

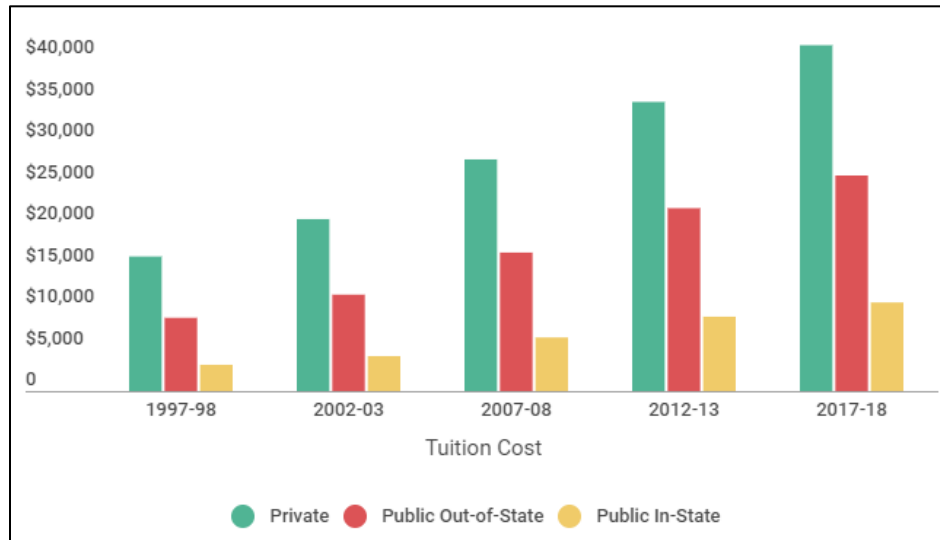
A widely reported 2013 survey published by CareerBuilder² revealed that only about half of college graduates find work in their major field. This surprising result suggests that for many students, the graduate skills that they develop may be equally or more important than the knowledge gained in a specific major. According to an extensive 2017 study of future employment trends by the McKinsey Institute³, increased automation and artificial intelligence developments during the next 15 years will shift human labor into activities that machines are less capable of performing. Thus, future jobs are likely to require advanced social and emotional skills, reasoning and creativity, and application of management skills and subject-specific expertise. Finally, the 2017 McKinsey Institute report also concludes that by 2030, up to one-third of the US workforce may need to retool and retrain for new careers, as workforce trends see a decline in some employment sectors and advances in others. Thus, graduates who have a wide and deep skill set and are adaptable in their employment outlook stand the best chance of long-term career success.³

Eastern is in a strong position to ensure that our students are well prepared for graduate employment in a rapidly changing job market because the liberal arts education that our students receive includes extensive skills development. A liberal arts degree prepares students for life-long career success, not just a first job. Nevertheless, there is a growing need to articulate and demonstrate:

- 1) the value of a liberal arts degree in terms of the holistic growth of the individual;
- 2) the value of a liberal arts degree in terms of the core competencies developed and demonstrated by the individual;

- 3) the value of a liberal arts degree in terms of a graduate's employment prospects;
- 4) the value of a liberal arts degree to Connecticut's economy in terms of the state's future employment force, cultural enhancement, innovation and entrepreneurship, and overall tax dollar return;
- 5) the value of a liberal arts degree in terms of increasing the average education level of Connecticut's citizenry because a more educated citizenry will be more enlightened about our nation's institutions and historical values and more likely to discriminate truth from fiction, which is pre-requisite to sustaining and building a stronger nation for all Americans.

Connecticut college graduates are typically heavily debt burdened, averaging \$38,776 debt per borrower in 2019⁴. Connecticut has the unfortunate distinction of having the highest student loan debt/borrower rate in the nation and 57% of CT graduates have some amount of student loan debt. Students graduating with significant student loan debt are statistically much more likely to delay marriage, start a family, buy a car or house and save for retirement than students without student debt.⁴ Public in-state university education is still typically lowest cost on average (see below) and considered relatively good value.



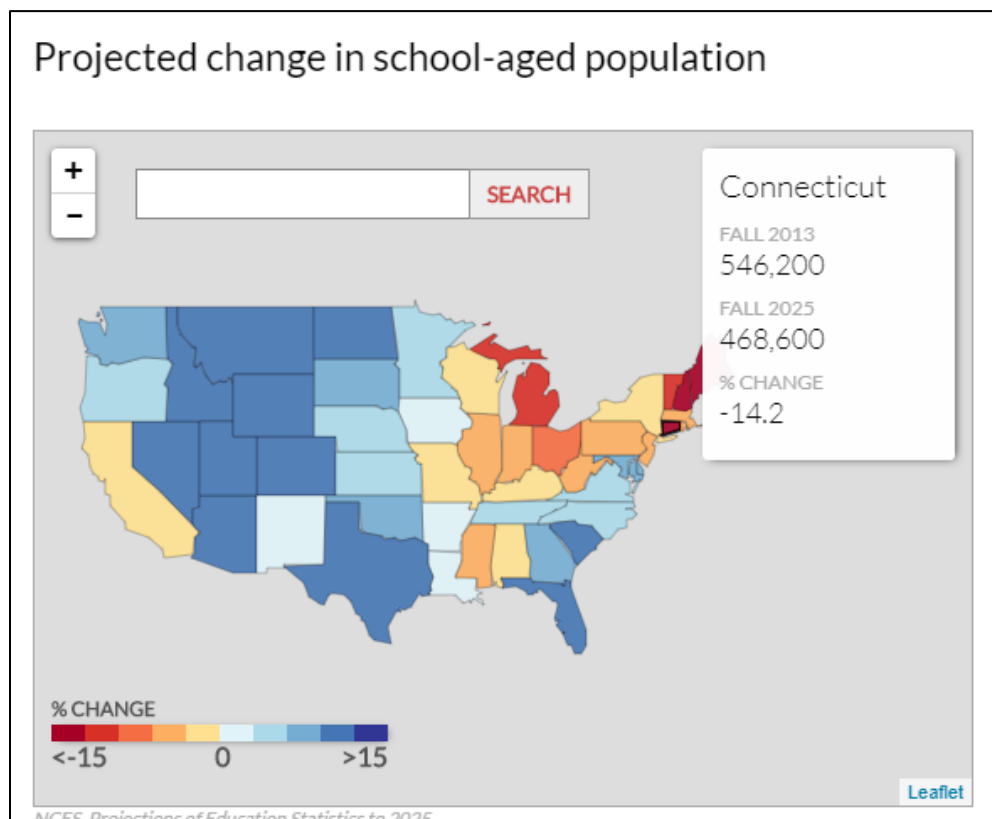
At Eastern, 72% of entering 2019 freshmen had student loans averaging \$7,483.⁵ If this amount were to be borrowed each year, then these students will complete 4 years at Eastern with \$29,932 in student loan debt.⁵ For 2016 Eastern graduates, 80% had taken out loans and the average student debt was \$30,566 – above the state average for that year⁶. Nevertheless, published data tabulated by Money.com placed Eastern (and CCSU and SCSU) in the top 600 universities in the country out of 2618 accredited 4-year institutions nationwide, for “Best Colleges for Your Money” in 2018-19.⁷ According to Money.com, Eastern graduates currently average \$23,000 student debt (value calculated by dividing total student debt by total student numbers) with early career earnings averaging \$46,300/year.⁷

Competition for CT students is increasingly intense because the state has 44 higher education institutions⁸ and there is a shrinking pool of high school graduates. According to a September, 2017 report titled “Projections of Education Statistics to 2025” published by the National Center for Education Statistics of the US Department of Education⁹, Connecticut is expected to experience a 14% decline in high school-aged student enrollment between 2013-2025. This decline is expected throughout the northeast region increasing the competition

amongst higher education institutions to attract and recruit the diminishing in-state and regional supply of college bound students. Nevertheless, nearly two of every three (65%) undergraduates enrolled in Connecticut are at public institutions—a higher share than across the region (55%).¹⁰ Those with bachelor’s degrees in Connecticut average 86% higher wages than those with only a high school diploma.⁸

In October, 2019, Connecticut Governor Ned Lamont signed an Executive Order to establish the Governor’s Workforce Council which is tasked with maintaining a high-quality Connecticut workforce for the 21st Century. The Council is responsible for ensuring that businesses are better connected to educational institutions so that instructors know what 21st century skills to teach, and graduates receive the training and education that prepares them well for diverse employment sectors¹¹. In February, 2020, the Governor and members of his Workforce Council hosted an evening town hall event at Eastern and publicly endorsed Eastern’s “liberal education, practically applied”. The Governor and his Council recognize that fulfillment of Eastern’s liberal arts educational mission and preparing students for 21st Century employment are complimentary endeavors.

The clear conclusion that can be drawn from the above background discussion is that Eastern must remain competitive in recruiting high school seniors, transfer students and non-traditional students by continuing to offer excellent value for money. This will require undergraduate degrees that provide a substantial education return in terms of knowledge and skills development that directly connect to enhanced employability prospects. At Eastern, this renewed effort to connect an Eastern education with 21st Century workforce needs and career success is called the “Employability Imperative”.



1. <https://www.aacu.org/about/statements/2018/joint-statement-value-liberal-education-aacu-and-aaup>

2. http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?sd=11%2f14%2f2013&siteid=cbpr&sc_cmp1=cb_pr790_&id=pr790&ed=12%2f31%2f2013
3. <https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Future%20of%20Organizations/What%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/MGI-Jobs-Lost-Jobs-Gained-Report-December-6-2017.ashx>
4. <https://lendedu.com/student-loan-debt-by-school-by-state-2019/#ASDS>
5. <https://www.collegefactual.com/colleges/eastern-connecticut-state-university/paying-for-college/student-loan-debt/>
6. <https://college-insight.org/spotlight/eastern-connecticut-state-university/0911129215>
7. <http://money.com/money/best-colleges/>
8. https://nebhe.org/info/pdf/policy/New_England_Higher_Ed_Economic_Impact_Study_Investing_in_People.pdf
9. <https://nces.ed.gov/pubs2017/2017019.pdf>
10. https://nebhe.org/info/pdf/policy/New_England_Fast_Facts_Price_of_Public_Colleges_2016-17.pdf
11. <https://portal.ct.gov/Office-of-the-Governor/News/Press-Releases/2019/10-2019/Governor-Lamont-Forms-Council-to-Ensure-Businesses-Have-Access-to-the-Best-Trained-Workers>

III) University Mission and Student Employability

The published Mission Statement and Vision Statement of Eastern Connecticut State University emphasize the role that the university plays in preparing students for their future personal, professional and public roles and in serving the state of Connecticut. Thus the remit of the Employability Council is tied directly to the University's mission. Student Employability is an expected end-product of a "Liberal Arts Education, Practically Applied".

Mission Statement: *Eastern Connecticut State University engages students from diverse backgrounds in a transformative liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives.*

Vision Statement: *Aspiring to be a public liberal arts college of first choice, Eastern Connecticut State University will create an unparalleled college experience for its students and achieve national distinction for its academic programs. Eastern's faculty, students and staff will enhance the University's position as an intellectual community, acknowledged for its engaged teaching, learning, research and creative work. Advancing its position as a model for social responsibility, environmental stewardship, and educational access, the University will be recognized as a resource that is responsive to the needs of the region and the state.*

1) Remit of Employability Council

In her May 29, 2018 email to the University community, President Núñez announced the creation of the Employability Council 'to facilitate Eastern's Employability Initiative'. President Núñez stated: 'There is no more important task at Eastern today than giving our students the skills and experiences they need to be successful on their chosen career paths while ensuring that they can document and articulate the skills they have learned.' Accordingly, President Núñez created 'a cross-functional team spanning key operational units tasked with overseeing our efforts to increase the career readiness and employability of Eastern students.' The committee is charged with developing a workable campus-wide plan that directly leads to a step-change improvement in the employability of all Eastern students. This report presents the results of a 16-month consultation and exploration study by the Employability Council to identify the optimal 3-year plan that is tenable, affordable, efficient and appropriate for Eastern.

2) Activities of the Employability Council during 2018-2020

During the 2018-19 and 2019-2020 academic years, the Employability Council held numerous committee meetings, attended presentations by various campus leaders on employability-related activities in their organizational units, held public fora and workshops with various academic and administrative groups, and gave presentations at the May 2019 University meeting and January 2020 President's Retreat. The temporal progression of Employability Council activities during the 2-year period can be grouped into six general categories of time-progressive endeavor.

Employability Council: 6 broad categories of endeavor:

1. Survey of the range of employability-related activities and current best practice at Eastern, other CT universities, New England and across the USA through direct discussions, invited presentations and review of large body of published literature on general employability topics, graduate skills, workforce/employer needs, digital literacy, perceptions of what a liberal arts education is, etc.
2. Consideration of how the eventual Employability Plan and recommendations can integrate and strategically align with the COFE III Strategic Plan Initiatives.
3. Identification of Employability Plan goals that are measurable, and additional aspirations that cannot be measured, but should be included as part of the plan and future university culture. Extensive discussions and deliberations were focused on identifying concrete actions that could be taken to achieve the goals of the plan and how different organizational units across campus can participate and contribute.
4. Critical assessment of the reality of Eastern's situation with limited resources and personnel dedicated wholly to student employability. Consideration of how best to galvanize campus community to effectively integrate existing personnel and collective resources towards goals of the plan.
5. Development of Plan Outline and holding of various public presentations and meetings with faculty and administrative department representatives to provide opportunities for feedback, critical commentary, suggestions for plan improvement, and to ensure a fair deliberative process.
6. Collation of responses from different organizational units regarding how their activities will support the goals of the plan, plan formulation and publication, and the proposed schedule for plan implementation.

3) Promotion of student employability to a strategic priority at Eastern

The 2018 *Learning for Life and Work* report by the New England Board of Higher Education Commission on Higher Education and Employability emphasized that increased graduate employability should be elevated to an institutional strategic priority¹. While recognizing that student employability is only one aspect of a much broader mission at every university, surveys across the nation reveal that the number one student priority for completing a 4-year degree is to further their career prospects ("get a good job")². High tuition and fees, student debt and family sacrifice are prevailing themes in American society and it is reasonable that prospective university students and their parents will expect a satisfactory return on their investment. Those universities that fail to grasp this reality may be left behind. Faculty and staff who hold the antiquated view that what they teach is purely for the intellectual enlightenment of the individual must consider the practical needs of their students. Fortunately, Eastern's mission to provide a "liberal arts education, practically applied" is perfectly suited to promote both the intellectual development and employability of every student.

At Eastern, student employability is now elevated to a major institutional priority. The 2020-2025 ECSU Strategic Plan, entitled COFE III, integrates the Employability Plan into three of its 5 major objectives. These objectives are: I) Maximize the Value of an Eastern Degree; III) Expand Integrative Learning on Campus and in the Community; and V) Increase Public Awareness of Eastern's Unique Mission and Community. Towards fulfillment of Objective I, the 2020 revised Liberal Arts Core learning outcomes are integrated into the Employability Plan because they are common to the educational mission of Eastern and are essential skills that employers demand. Objective III emphasizes: 1) implementation of the Employability Plan, 2) creation of more integrative and experiential learning opportunities, and 3) greater interaction between academic departments and successful alumni to inform curriculum development and generate additional student internship and employment opportunities. For Objective V, a new Marketing Committee will be tasked with publicizing the Employability Plan to local, state-wide and regional stakeholders to support and improve institutional reputation and bolster recruitment, retention, and employer recognition of the value and workforce relevance of an Eastern degree.

1. http://nebhe.org/info/pdf/policy/Learning_for_Life_and_Work_Report.pdf

2. <https://www.chronicle.com/article/Here-s-What-Today-s/244829>



4) Summary of current activities related to student employability at Eastern (prior to publication of this plan)

The Center for Internship Career Development (CICD) provides essential career resources to Eastern students. Students can drop in for informal personal careers advice, can make formal appointments for one-on-one guidance with trained staff, and can also arrange to have their resumé checked. The Center also provides a wide array of on-line tools including ECN, and Focus2 and access to important websites including: What can I do with this major?.com, Careercandid.com and Linked-In. The Center makes available printed resources about jobs, careers, majors, skills development and job-seeking strategies. In addition, CICD has created a guide to establishing a 4-year career plan that includes a career planner template that students can use to track their career preparation. CICD also hosts annual Careers Fairs, Career Readiness Conferences and Career Development Workshops. CICD has only 3 permanent staff, who provide valuable and dedicated employability-related services to ECSU undergraduates. It is worth noting that a survey of other COPLAC institutions reveals that career services on other campuses typically employ 4-6 full-time staff, so it could be argued that Eastern is comparatively under-staffed in this area of endeavor. The main library also has entire shelves dedicated to books and other printed resources about career directions, interviewing, employment trends, etc.

Despite all the good work that CICD does at Eastern and all of the on-line tools and printed resources that are available to Eastern undergraduates, the current status of student employability efforts across campus is frayed and disconnected. Despite the large number of student employment success stories year after year, Eastern students are currently underserved and not achieving their collective potential in maximizing their employability opportunities. The Employability Council sent out a survey to academic department chairs with 70% response rate of what departments are currently doing to prepare their majors for employment and acceptance to graduate school. The responses were mixed, based on the number of student majors and desire on the part of the faculty to get involved with the issue. A few departments offer a specific course that involves employability preparation and transferable skills development, but usually these are electives and not required courses. Other departments bring in speakers from industry to inform their students of potential career directions tied to the major. A couple of departments provide informal careers advice during advisement. One department offers lunchtime drop-in resumé and career guidance sessions. But, overall, efforts are patchy and most academic

departments are not providing universal careers advice to their majors, nor checking resumés or helping student prepare for interviews.

Most faculty are also not aware of the full array of CICD resources and only 10% of last year's senior class reportedly used the CICD's resumé checking service. With only 3 permanent staff and between 1000-1200 seniors each year, CICD can only provide limited individual attention to Eastern students if they all used the facility. In addition, despite the excellent career counseling/coaching provided at CICD, it is not typically career-specific or tied directly to any major field of study (because practitioners in any subject area are typically most knowledgeable about their subject area and careers related to it). Online resources that are part of ECN are excellent, but too few students and their faculty advisers are aware of the various tools and resources that are available. Unfortunately, there are also some faculty that are aware of CICD resources and activities, but choose not to collaborate with CICD on career-related events. There is thus a perceived need for better 2-way communication and collaboration between academic departments and CICD. At present, only the most proactive students are actually utilizing all the career preparation resources that CICD and home departments can provide. This begs the question of how individual departments and CICD can combine their efforts to better serve Eastern students in the future.

Within other organizational units on campus, various measures have been enacted to either ensure that students have completed resumés or that they reflect on their experiences and can articulate their achievements and personal development appropriately in an interview or on paper. Student who are campus employees or those involved with volunteerism and community engagement through the Center for Community Engagement typically receive formalized and useful feedback. However, other organizational units do not provide formative or summative feedback. Thus, students may complete an extra-curricular activity of some sort, without "closing the loop" by reflecting on their experience and articulating what they achieved and learned – and adding it to their resumé. Finally, the Office of Alumni Affairs has an alumni database that is unconnected to individual academic department alumni records (which are typically incomplete, but still useful). Thus, opportunities to connect professional alumni with Eastern undergraduates for internship and employment opportunities are not maximized and there is scope for improvement.

5) Identification of essential student competencies and skills

A report in 2016 by the New England Board of Higher Education (NEBHE) titled "Higher Education's Impact on the New England Economy: Investing in People" recognized the importance of essential student skills and competencies as part of an undergraduate education and a required element of NEASC's standards for accreditation¹: *'New England colleges prepare students to adapt and respond to the demands of today's economy and to the economy of the future through holistic general education requirements. While colleges have freedom to craft general education curriculum that fits with institutional mission and program needs, all the region's public and private nonprofit institutions (more than 90% of all colleges in region) must meet New England Association for Schools and Colleges (NEASC) minimum standards on general education to continue being able to grant degrees. Per NEASC, graduates of undergraduate programs must: "demonstrate competence in **written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind."** Multi-year undergraduate programs that teach **effective communication, quantitative reasoning, moral reasoning and critical and logical thinking** prepare students to contribute to the regional economy across all positions, all fields*

and, most importantly, across economic cycles. Recently, Burning Glass Technologies, a firm that develops employment insights from analyzing online job postings, found that one in three skills requested by employers is a “soft skill,” such as those included in NEASC standards. Even in the tech sector, the ratio remains noteworthy: one in four skills requested is a soft skill. Across the nation and times of economic growth and recession, those with at least some college, an associate degree or a bachelor’s degree are much less likely to be unemployed than those with only a high school diploma. This suggests that workers with postsecondary education are able to enter and persist in the workforce more successfully due to employer demand.¹

At Eastern, a formal review of learning outcomes in the liberal arts core was completed during the May 2019-March, 2020 period. This was driven by the need to develop a learning outcomes assessment process that was consistently applied in LAC courses taken by every Eastern undergraduate. Through a campus-wide deliberative process, five liberal arts learning outcomes were chosen and defined: 1) Critical Thinking; 2) Ethical Reasoning; 3) Communication; 4) Creativity; and 5) Quantitative Literacy. According to the spring, 2020 Senate Bill that proposes adoption of these learning outcomes: *‘These five learning outcomes focus on a range of skills that are central to the ways that thoughtful, liberally educated people approach the world. They cut across disciplines—creativity is not only for artists, but for scientists and social workers as well; quantitative literacy is for poets as well as statisticians. Developing these skills prepares all Eastern students, regardless of major, to face complexity and ambiguity in the many domains they will confront after graduation.’* **The Employability Council recognizes that these five liberal arts learning outcomes also serve as essential employability skills and thus they are adopted here as critical components of student employability.**

At the time of writing, a formal assessment process for the five liberal arts learning outcomes within the Eastern undergraduate program is undergoing revision to ensure consistency and compliance with NECHE accreditation requirements. In addition, there is wide recognition that the existing Liberal Arts Core (LAC) and many major courses already embed these skills and other learning outcomes to variable degrees. However, students are not always able to articulate the skills and competencies that they have developed. Likewise, faculty do not always emphasize the importance of skills training in their courses and major curricula. The status quo is therefore not satisfactory, because if Eastern students do not recognize and clearly articulate the skills they have developed, then they will undersell themselves in their resumes, during interviews and via social media when trying to enter the job and internship market.

At Eastern, it is also recognized that every major discipline has other subject-specific skills that students must develop as part of their training in the major and as preparation for specific employment sectors. Examples include environmental earth science majors developing geological field and lab skills, communication students developing video production skills, computer science students developing specialist coding skills, history students developing advanced library methods of inquiry, and theatre students developing acting and choreographic skills. All academic departments should articulate the subject-specific skills that majors develop as part of their degree course. Students should be made aware of and be able to clearly articulate the subject-specific skills and the specialist knowledge they have obtained during the course of their study.

The rapid rise of the digital economy and the need for all 21st century citizens to have information technology literacy and computer science skills makes it essential that all Eastern students graduate with at least basic IT skills and advanced digital skills and software competencies related to their chosen employment directions. A 2019 editorial by Thomas Friedman in the New York Times suggested that if students *‘want to be an empowered and adaptive worker or artist or writer or scientist or teacher — and be able to shape the world around you, and*

not just be shaped by it — they (sic) need to know how computers work and how to shape them’. Furthermore, “with computing, the internet, big data and artificial intelligence now the essential building blocks of almost every industry, any young person who can master the principles and basic coding techniques that drive computers and other devices “will be more prepared for nearly every job”.² Thus at Eastern, all students develop cross-discipline quantitative literacy via IT tools and software competencies that are tied to the liberal arts core and major curricula.

In order to prepare students for graduate employment, it is important that they are aware of the four basic categories of achievement embedded in the Eastern curriculum:

1) **LAC Learning Outcomes:**

Five are formally established: critical thinking, ethical reasoning, communication, creativity, quantitative literacy.

2) **Major-Specific Skills:**

Various examples: Theater majors: proficiency at memorization; Computer Science majors: programming skills; EES Majors: geological field skills; Music majors: ability to read and write music; Social Work majors: counselling skills; Biology majors: laboratory safety skills.

3) **Key Character Traits** that support life success and employers find desirable include (not exhaustive):

Adaptability, resiliency, empathy, ethics, independence, motivation, desire to learn, strong work ethic, ability to work in a team, initiative, organization, punctuality, and integrity.

4) **Subject Knowledge.**

Breadth and depth of knowledge and an enthusiasm for one’s subject area are highly valued by employers.

All four of these categories contribute to personal and professional development and career readiness. They all contribute to the **Language of Employability.**

1. https://nebhe.org/info/pdf/policy/New_England_Higher_Ed_Economic_Impact_Study_Investing_in_People.pdf
2. <https://www.nytimes.com/2019/02/12/opinion/college-board-sat-ap.html>

IV) Aims, Aspirations and Goals of the Employability Plan

The Employability Council consulted widely to identify the aspirations, measurable goals and specific actions that could be realistically proposed and achieved to deliver the over-arching aim of improving the career readiness of all Eastern students. It was recognized early on that vaguely defined goals and actions would not bring the step-change improvement in student employability that is needed. In the section below, the aspirations and goals of the proposed plan are succinctly defined. During fall, 2019-winter, 2020, major organizational unit leaders were asked how their unit can participate and contribute to achieving the major goals and aspirations of the plan. In subsequent sections of this report, the specific actions that each unit will undertake are provided.

Aim, Aspirations and Goals of the Employability Plan



Aim: To improve the career readiness of all Eastern students

Aspirations (not measured):

1. All Eastern students can articulate their achievements, experiences and competencies using the language of employability.
2. All Eastern students are aware of the range of professions and potential jobs that build on completion of their chosen major. Similarly, for students interested in further education, an awareness of the fields of graduate study that logically build on their undergraduate record and other achievements and experience.
3. All Eastern students graduate with either a job, acceptance to graduate school or have formulated a future plan that reflects their personal and professional life goals.
4. All Eastern students recognize the practical worth of their liberal arts education and serve as ambassadors for Eastern to publicize the value of their degree.

Goals (measured): Student List (each student should do the following):

1. All Eastern students develop a 4-year employability plan (and/or plan for acceptance to graduate school.) – can be measured
2. All Eastern students complete at least one experiential learning activity (work-integrated learning experiences such as internships, on-campus employment, co-ops, field placements, student teaching, service learning, mentored research, global field courses). – can be measured

3. All students are aware and utilize career resources on campus via home department, CICD, Burning Glass and other on-line tools. – can be measured
4. All students leave with a polished resumé, have secured at least one reference letter, have interviewed or mock interviewed, and have developed a job-seeking strategy. – can be measured

Goals: Institutional List (measured - through curriculum development, experiential learning opportunities, and institutional advancement):

1. All Eastern students develop LAC learning outcomes that also serve as employability competencies such as critical thinking, ethical reasoning, communication, creativity, and quantitative literacy through academic programs, co-curricular experiences, and work-integrated learning experiences. – can be measured
2. Career development and experiential learning are recognized and publicized as an integral component of a public liberal arts education to increase enrollment, retention and graduation at Eastern (identify actions that support measurable goals).
3. Eastern will maintain and create partnerships with employers including alumni employers in growth sectors in CT and New England and will ensure that academic programs prepare graduates for employment in those sectors (identify actions that support measurable goals).

Goals: Organizational Unit List (each organizational unit or unit cluster defines what it can do to support the student and institutional goals above):

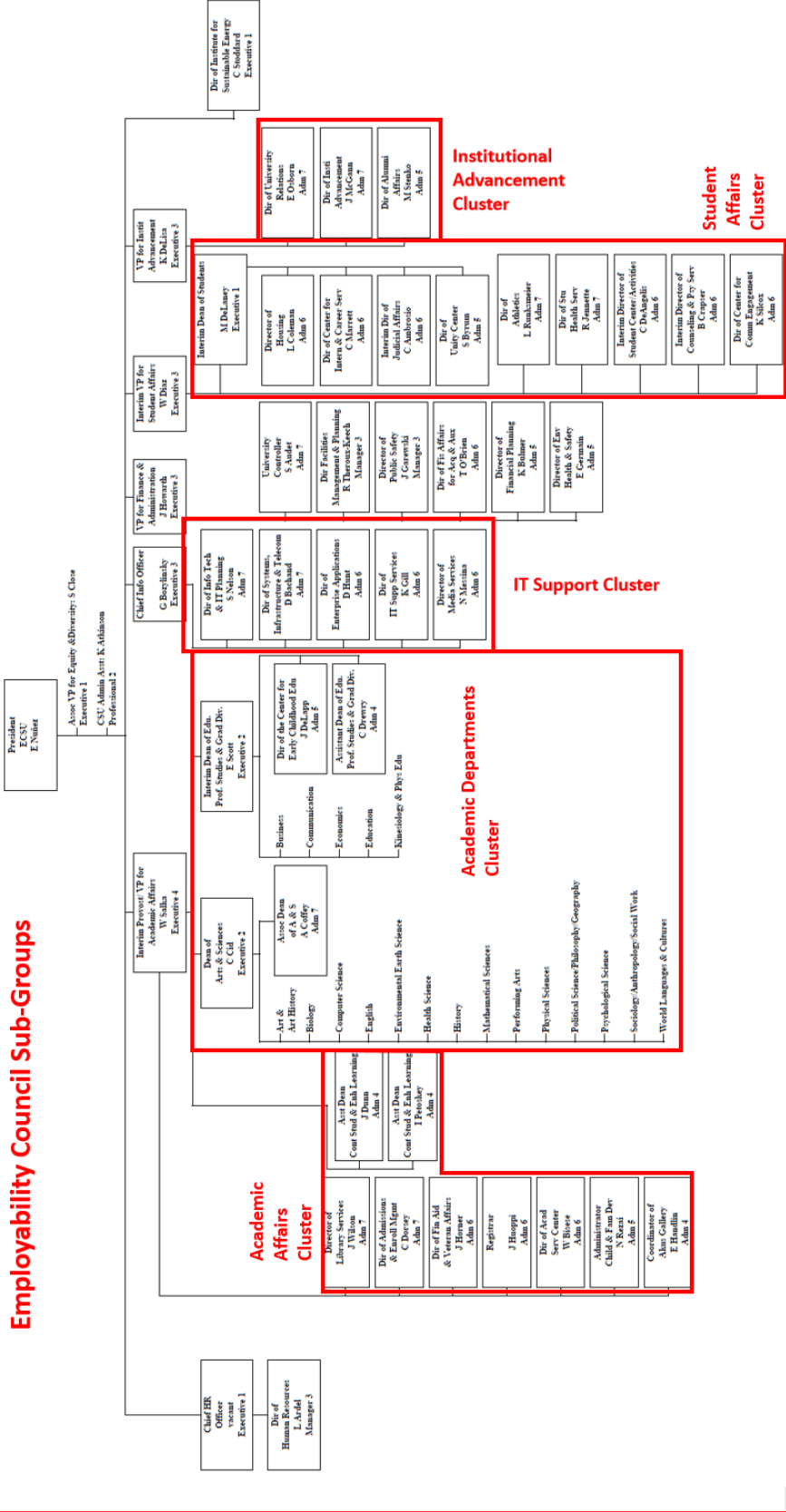
1. The Employability Plan will involve five organizational clusters that will identify measures to support the goals of the Employability Plan. Those clusters are: 1) Academic Affairs, 2) Student Affairs, 3) Academic Departments, 4) IT Support, and 5) Institutional Advancement/University Relations/ Alumni Affairs. Each organizational unit on campus within each of these five clusters (Academic Departments, Student Employment, CICD, CCE, etc.) identifies measures (actions) it can take to address the overall aim, aspirations and student goals and institutional goals stated above.
2. Each organizational unit on campus annually reviews and assesses the efficacy of the actions taken by their unit in addressing the aims, aspirations and goals stated above.

V) The Five Student Employability Support Clusters

Realization of the potential benefits of the Employability Plan to Eastern undergraduates will depend on cross-campus involvement of every organizational unit on campus that educates, advises, supports, employs, coaches, mentors and involves students. Thus, for the purposes of defining actions that can support the goals of the Employability Plan, the organizational structure of Eastern is subdivided into five Employability Support Clusters (Figure 1). They are: 1) Academic Departments; 2) Academic Affairs; 3) Student Affairs; 4) Institutional Advancement, and 5) IT Support. In the following sections, specific actions to support student employability are identified for individual clusters.

Eastern Connecticut State University
2018-19

Employability Council Sub-Groups



VI) The Role of Academic Departments in Supporting Student Employability

It is widely recognized at Eastern and at other CT state universities that faculty workloads have increased during the last 20 years whilst wages adjusted for inflation have gone down (<https://data.chronicle.com/129215/Eastern-Connecticut-State-University/faculty-salaries/>). Many faculty members feel overworked and overwhelmed, and are dis-inclined to take on more administrative duties. This presents a challenge to the Employability Imperative. Faculty are essential to the success of the Employability Plan because: 1) Faculty have the largest amount of contact time with undergraduate majors; 2) Faculty are normally most familiar with career trajectories and graduate school destinations for their majors; 3) Faculty are best poised to provide subject specific career/graduate school advice; 4) Faculty are responsible for ensuring that key learning outcomes, subject-specific skills and core knowledge are taught and assessed in their courses; 5) Many faculty maintain contact with graduates from their programs, and engagement with successful alumni helps departments create new internship and other experiential learning opportunities, and may lead to future employment pipelines. Therefore, if the Employability Plan aim of improving the career readiness of all Eastern students is to be realized, then every academic department will have to consider how it will engage with the plan. Through extensive consultation with the President, Provost and Department Chairs and other faculty, the role of academic departments in the Employability Plan consists of two options:

- 1) **Select a faculty member to serve as Employability Liaison** (details of potential responsibilities, incentives and accountability are indicated below), or;
- 2) **Opt out of the Employability Liaison concept** and develop another departmental program in coordination with CICD (Center of Internships and Career Development) to address the goals of the Employability Plan.

If a Department chooses to appoint an Employability Liaison, then the following section provides a description of what that role might involve. It is recognized that each department is different and that some departments have already put many employability-related measures in place. Thus, the section below should not be viewed as prescriptive, but rather as a guide describing what departments can do.

The Employability Liaison will receive a \$2500 summer salary supplement. The role will begin in August, 2020 and the Liaison will receive \$1000 in August, 2020. The work of the Liaison will proceed during the academic year and he/she will receive the remaining \$1500 in June, 2021. At the end of the academic year, the Liaison will be required to report on his/her actions and achievements. The position is expected to be annually recurring for Liaisons who satisfactorily complete the work that is appropriate for their department.

In response to this document, Department Chairs were asked to: 1) state whether they will or will not adopt the Employability Liaison Role and, 2) submit a brief proposal summarizing how they will address the eight categories of endeavor below (with or without an Employability Liaison) and, 3) create an academic-year timeline of proposed activities (example attached at end of this section).

Academic Departments – 8 General Categories of Endeavor to support the Employability Plan

(further details for each section are provided in italicized text below)

- 1) Document skills needs and workforce trends for graduate destinations tied to major(s), minors and concentrations;
- 2) Curriculum – consider updating, map embedded LAC and major-specific skills across major, addition of skills statements in syllabi;
- 3) Career and Graduate Study Guidance – group presentations, visiting speaker program, resumé templates;

- 4) Individual Support – career advising and resumés;
- 5) Publicity and marketing – webpage, employability handbook, CICD coordination – majors guides;
- 6) Data Collection – first destinations and alumni information, coordination with Alumni Affairs;
- 7) Experiential Learning – explore new potential opportunities;
- 8) Annual review of activities as summary report, including graduate exit survey.

1) Document skills needs and workforce trends for graduate destinations tied to major(s)

- a) Identify top career and graduate study destinations for department majors and minors (via US Bureau of Labor Statistics, Connecticut Department of Labor, Burning Glass database, LinkedIn alumni database, etc.). *Note that Kellie O'Donnell-Bobadilla (Library) is trained and has volunteered to provide one-to-one Burning Glass tutoring, if requested. Department Faculty may already have documented where many graduates now work.*
- b) Identify top graduate skills and subject knowledge that employers/grad schools seek that relate to your major(s) (Note that at Eastern, “skills” have now become synonymous with “competencies” and “learning outcomes”. They fall into two categories: new LAC skills/learning outcomes and your major-specific skills/learning outcomes. Obviously, there is overlap between the two categories, but also each discipline/major will have distinctive skills tied to the major subject area). Update ‘major skills’ on printed CICD major sheets. *Department Faculty typically know the important skills that majors develop within their major curriculum. These skills need to be articulated in syllabi and verbalized by professors at the beginning, during and end of every semester. The list of major-specific skills needs to be sent to CICD for updating the “major sheets” that CICD produces. Once the new LAC Learning Outcomes are decided, then their adoption and assessment in major courses will become a department-wide issue that is relevant to the Employability Plan, but that also extends beyond it.*

2) Curriculum – consider updating, map embedded major skills, update syllabi

- a) “Map” the major curriculum to identify strengths and weaknesses relative to (b) above. *A simple table can be produced (example attached at the end of this form) to document where specific skills are embedded in the major curriculum. This table can be distributed to all F-T and P-T faculty who fill out the table for the courses they teach. This internal “census” is useful to identify strengths and weaknesses (if any) in skills training.*
- b) Consider adapting/updating course offerings, if needed, to better align with employer expectations/needs. *Identify how major course content and skills assessment links to new LAC Learning Outcomes. This is an annual exercise anyway in most departments and part of the introspective APR and annual report process. So, this is not new.*
- c) Ensure that all department course syllabi include a new section outlining the skills training embedded in the course and require all faculty to verbally inform their class cohorts of the skills they will develop during the course – tell this to class at start and end of semester. *Link to new LAC Learning Outcomes. Every faculty member can easily add this to their course syllabi, if it is not there already. It should take very little time to add a short paragraph.*

3) Career and Graduate Study Guidance – group presentations, visiting speaker program, resumé template(s)

- a) Provide focused careers advice during semester to all majors (or smaller program cohorts depending on size of department) via meetings and/or through advisement. This can be collaborative with CICD involvement. *It is recommended that every department hold at least one career/graduate study hour-long meeting per*

semester **that all majors in their junior year attend. A separate meeting should be held for seniors in their penultimate semester.** This meeting could be co-led with the CICD representative for your department. This meeting should provide information on career preparation, resumé building and the job/grad school application process.

- b) Organize - perhaps with student club/society, a visiting speaker program that includes representatives from industry, agencies, professional organizations, etc., to talk to students and provide up-to-date information and personal perspectives on job trends, employer needs, best preparation for career success and job-seeking strategies. Or, liaise with CICD and possibly Alumni Affairs to organize a careers event that connects with your department. *If a department has a student chapter of a national honor society or other club for majors, then the students should be able to organize this event, year after year. Or, the Employability Liaison can organize this. Hopefully, most departments already bring in external speakers (alumni or otherwise) from time to time.*
- c) Establish one or more resumé templates for department majors. *Start with a typical resumé template and adapt it for the career and graduate school directions your majors are likely to pursue. Also, consider resumé templates for hybrid careers (major-minor or dual major). This could be done in a sit-down meeting(s) with the CICD Representative for your department.*

4) Individual Support – career advising, resumé, interviews and internships

- a) Create mechanism for ensuring that every major has created a resumé and had it checked well before graduation, and provide interview advice. *This can be organized with CICD involvement, especially for large departments. CICD provides resumé-check software. CICD will also work with departments to create an appropriate resumé template(s) that individual majors can then populate. Faculty can share the resumé check process, or departments can train a small cohort of majors to be resumé peer advisors. CICD staff can also serve as student resumé advisors via booked appointments. CICD will also come to departments to give Linked-In page creation clinics. Students will need advice on successful interviewing techniques and will need interview practice (again, liaise with CICD and CICD staff member assigned to department. CICD also has mock interview software and can produce new interview videos for students in individual departments applying for various jobs).*
- b) During Advisement, ensure that students are filling in their 4-year career plan. This should be done by the end of the student's junior year. Tell them to bring their individual plan and check to ensure that a resumé has been completed or is in progress, and that the student has attended a department employability session run by the Employability Liaison or CICD staff member. One option to consider is that each student is told that a reference letter from a faculty member will require that he/she completes the 4-year career planner during their time at Eastern. *This could be a 5-10-minute add-on to a normal individual academic advisement, or small group advisement session. Faculty member could check that planner is being completed and provide student(s) with opportunity for career/grad school discussion. Similarly, faculty member could ensure that advisees are aware of current internship opportunities.*

5) Publicity and marketing – webpage, employability handbook, CICD coordination – major guides

- a) Ensure department webpage includes careers and graduate school advice, success stories, testimonials and useful links related to employment and graduate school. *Each department should consider using the Sociology Department Employability Handbook produced in collaboration with University Relations as a model that could be linked to department webpage as pdf file. Ensure that handbook and webpage information remain current, year after year. University Relations has created the handbook template that departments can use and adapt, saving considerable time.*

6) Data Collection – first destinations and alumni information

- a) Develop department database and system to track graduate first destinations and build department alumni network/database. Or, establish bi-annual two-way information flow with Alumni Affairs to establish single database and to facilitate alumni-department connections. *During winter, 2020, Alumni Affairs is “mining” LinkedIn profiles for Eastern alumni. Academic departments will be given the relevant data for their major graduates. In addition, when graduating seniors receive their cap and gown, they will be required to fill-in a brief “first destinations” form so Alumni Affairs has information on the immediate plans of every departing student following graduation. Academic Departments are also encouraged to track their alumni and bi-annually send alumni information to Alumni Affairs Office to combine with University Alumni database. Some departments will have information on Facebook pages and other linked social media pages. Other departments may have alumni information that they were required to compile for the 7-year Academic Program Review Self-Report.*

7) Experiential Learning – explore new potential opportunities

- a) Explore new ways to create more experiential learning opportunities within department (internships, research, global field course, community outreach event, etc.). Prioritize experiential learning opportunities that can be sustained year-after-year and are not one-off opportunities. *Annually define and document all experiential learning activities within department that involve majors. There may not be faculty time and/or resources for any new experiential learning opportunities for the major cohort. But, departments should at least document all the ways that majors currently gain “experiential learning” via departmental courses and other “extra-classroom” activities, and then consider if more opportunities could be created in the future.*

8) Annual review of activities - Liaison Annual Report, assessment

- a) A Summary Report of all activities carried out by the Liaison during the academic year will be required at the end of the academic year. This report should summarize the activities that were carried out in fulfillment of the seven major categories of endeavor described above. In addition, the results of a survey of graduating seniors that indicate the career and graduate school preparation support they received during their time as major should also be submitted. This survey is provided in Appendix 6.
- b) The Department Liaison also will provide an annual verbal report to the campus-wide Employability Council to ensure that there is ongoing communication between all campus sectors, sharing of best practice, identification and discussion of relevant societal/employment/CSU system trends related to student employability, integration of data sets (alumni data, invited speaker program that may straddle different departments, etc.), and communication of individual departmental results. Liaison must demonstrate satisfactory completion of responsibilities to the Provost to qualify for renewal of Liaison salary support. *Note that training will be provided to Employability Liaisons in August of each year so that there is common understanding of Liaison expectations.*

For Departments who choose not to adopt the Employability Liaison role

It is expected that those departments without an Employability Liaison will need to coordinate closely with CICD staff to ensure that every major receives employability support. The aim of the Employability Imperative is to improve the career readiness of all Eastern students. Thus, no student should be left behind. A proactive employability delivery system is warranted. If all students are left to their own initiative, the status quo is maintained whereby many Eastern graduates fail to achieve their employment potential upon graduation, because they leave Eastern without appropriate career preparation. Without a department Employability Liaison, the onus will be on Department Chairpersons to coordinate with CICD staff who will need to come to the

Department every semester to provide careers advice and resumé and interview support. They will thus fill the gap left by departments lacking a faculty Employability Liaison. For departments with very large numbers of majors, sub-group career advising may be needed. Incentives for student attendance will be needed. This needs to be discussed, but student attendance must be required or many will not attend. Once again, it must be emphasized that a pro-active delivery system is required, not student volition alone. Academic departments should still ensure that: 1) their majors are aware of career trajectories stemming from their major, and can articulate the skills they have developed in their major courses. Every department should have some career and graduate school information on their webpage and in other promotional materials.



EES Students at Yellowstone, spring 2019 field course



EXAMPLE

EES Skills Mapped across Curriculum (Yellow = required major courses)

	Data collection skills	Data analysis skills	Data synthesis skills	Numeracy skills	Literature/internet research skills	Written communication - clarity	Scientific report writing skills	Problem solving skills	Oral communication skills	Teamwork/ project skills	Lab. skills - instruments/materials	Fieldwork skills - observational	Fieldwork skills - methodological	Field equipment skills	Safety Skills - indoors/outdoors	Independent work skills	Computer skills/common software	Specialized software skills	Computer programming skills	Professional presentation skills	Leadership skills	Interpersonal skills	Adaptability skills	Ethical behavior skills	Punctuality/Time management	
EES 104	X	X	X		X	X	X	X		X	X				X	X						X		X		
EES 106	X				X	X			X	X						X	X						X		X	X
EES 110		X		X	X	X		X		X					X	X									X	
EES 112		X	X								X					X										X
EES 130	X	X		X	X	X		X		X	X	X			X	X	X						X	X		X
EES 200				X	X	X	X	X	X	X						X									X	
EES 204		X		X	X	X	X	X	X	X						X	X	X		X	X	X	X	X	X	X
EES 205		X		X	X	X	X	X	X	X						X	X	X		X	X	X	X	X	X	X
EES 207	X	X	X	X		X		X	X	X	X					X	X	X					X	X	X	X
EES 220		X	X		X	X	X	X	X	X						X					X		X		X	X
EES 222	X				X					X						X					X				X	
EES 224	X	X	X	X	X	X	X	X			X	X				X	X								X	X
EES 230		X	X			X		X							X	X	X							X	X	X
EES 270			X		X	X	X	X	X			X	X		X	X	X			X		X	X	X	X	X
EES 300	X	X	X					X	X							X	X	X		X			X	X	X	X
EES 305				X	X	X		X	X	X						X	X								X	X
EES 306		X	X	X	X	X		X	X	X						X	X								X	X
EES 315		X		X	X	X	X	X	X	X						X	X	X		X	X	X	X	X	X	X
EES 320					X	X	X	X	X							X	X				X	X	X	X	X	X
EES 321					X	X										X	X								X	X
EES 322	X	X	X	X		X		X		X	X	X	X	X	X		X	X			X	X	X	X	X	X
EES 323	X	X	X		X	X		X	X	X						X	X				X	X	X	X	X	X
EES 330	X	X	X			X		X			X	X			X	X									X	X
EES 340	X	X	X	X	X			X		X						X	X			X				X	X	X
EES 342	X	X	X	X	X	X	X	X	X							X	X	X	X	X		X	X		X	X
EES 344	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X				X	X	X	X	X	X
EES 350	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X							X	X
EES 356	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X								X	X
EES 362																										
EES 402	X	X	X	X	X	X	X		X	X						X	X				X			X	X	X
EES 405	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X				X	X
EES 423																										
EES 424	X	X	X		X	X	X	X	X	X		X	X	X		X	X	X		X		X		X		X
EES 440	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X							X	X
EES 444	X	X	X	X	X	X	X	X	X							X	X			X				X	X	X
EES 450	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
EES 456	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
EES 460					X	X			X							X						X			X	X
EES 471	X					X			X							X						X			X	X
EHS 210					X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X

EES Department Curriculum Skills Matrix (*only provided as an example*)

Below is a possible 12-month calendar of Employability Liaison activities.

Academic Department Careers Liaison – Example of Possible 12-Month Schedule of Activities

Summer Activities		June	Identify top career and graduate study destinations, identify top skills and subject knowledge, “map” the major curriculum, maintain and update department employability handbook and department webpage section dedicated to career readiness and job prospects for majors, update alumni database
		July	Identify top career and graduate study destinations, identify top skills and subject knowledge, “map” the major curriculum, maintain and update department employability handbook and department webpage section dedicated to career readiness and job prospects for majors, update alumni database, identify new experiential learning and internship opportunities for upcoming academic year
		August	Identify top career and graduate study destinations, identify top skills and subject knowledge, “map” the major curriculum, maintain and update department employability handbook and department webpage section dedicated to career readiness and job prospects for majors, ensure syllabi for all courses are updated to include learning outcomes and other employability skills; update alumni database, identify new experiential learning and internship opportunities for upcoming academic year, confirm CICD department visits and invited speaker program for upcoming semester
Academic Year Activities		September	Organize visiting speaker program, careers and grad school majors meeting – mandatory seniors attendance, identify new experiential learning and internship opportunities for academic year
		October	Resume clinics, mock interview support, promote use of CICD resources, department curriculum meeting to consider updating and aligning content with workforce trends/employer needs
		November	CICD presentation, career guidance meetings
		December	Nothing planned
		January	Ensure syllabi for all courses are updated to include learning outcomes and other employability skills, update alumni database, confirm CICD department visits and invited speaker program for upcoming semester
		February	Resume clinics and checks, mock interview support, promote use of CICD resources, job fairs,
		March	Resume clinics and checks, mock interview support, promote use of CICD resources, job fairs,
		April	Resume clinics and checks, mock interview support, promote use of CICD resources, job fairs,
		May	Resume clinics and checks, mock interview support, promote use of CICD resources, job fairs, update alumni database, graduating seniors complete employability survey, provide summary of yearlong activities for department annual report and meeting with Provost

EXAMPLE ONLY

VII) The Role of Student Affairs in Supporting Student Employability

The Division of Student Affairs is comprised of the Office of AccessAbility Services, Department of Athletics, Center for Community Engagement, Center for Internships and Career Development, Dean of Students, Office of Health Services, Office of Housing and Residential Life, Office of Student Activities and Student Center, the Unity Wing (Intercultural Center, Pride Center, Women’s Center), Office of Student Conduct, VETS Center, and Office of Wellness Promotion. The Division has an established Employability Committee meeting monthly to establish Division-wide strategies for supporting the University Employability Plan. The units within the Division of Student Affairs have common expectations and requirements for student employees. Units will share resources and trainings so all student employees receive the same information related to employability resources and concepts. The Center for Internships and Career Development will continue to lead the division on cutting-edge career development strategies and will serve as the main resource for group and individual career coaching and counseling for all students. Each unit within the division will also participate in division-wide initiatives to ensure that all students have access to employability tools and strategies.

Division-wide initiatives include:

- All units will require a resume, cover letter and interview for student employee candidates who meet initial requirements. Applicants who do not meet the requirements of the position will receive feedback on why they were not selected for the position.
- All units will conduct mid-year and end of year evaluations in accordance with Office of Student Employment requirements.
- The division will institute a “Say It Like A Warrior” campaign to familiarize all students with the NACE (National Association of Colleges and Employers) Employability Competencies. This includes posters, events, trainings, social media and website information.
- Units will refer students to the Center for Internships and Career Development (CICD) for resume/cover letter preparation and will make students aware of CICD on-line resources.
- Units will ensure that their office provides a professional work environment with clear, written expectations of employees that helps students develop a strong work ethic.
- Student employees within the division will be informed of opportunities for guided self-learning, including FOCUS 2, Candid Career, Digital Skills, Careers in 4, and other resources.

Units will also dedicate resources towards:

- Offering trainings, workshops, counseling, bulletin boards and conferences on employability-related topics including competencies, career preparation, building a four-year plan, skill mastery, cultural competency, and utilization of CICD career development tools.
- Providing incentives for participation in Career/Grad fair activities, such as Housing and Residential Life Priority Points.
- Coaching and mentoring students on job search and graduate school process.
- Identifying alumni who previously worked for the Unit who are employed in areas of interest to current students and bringing the alumni to campus.
- Collaborating with faculty to offer major-specific programs with visiting alumni.
- Providing on-campus internships and connecting students to off-campus internship prospects.

- Providing experiential learning opportunities through leadership programs, athletics, community engagement, ambassador programs, job shadowing, networking, student employment and supervision with opportunities for reflection and identification of employability skill development.

VIII) The Central Role of the Center for Internships and Career Development in Supporting Student Employability

The Center for Internships and Career Development (CICD) provides careers advice, tools, and resources for all students as well as lifelong career services for all Eastern Connecticut State University alumni. The three professional staff members also utilize student staff to expand the reach of the office to as many students as possible. The CICD provides career development support to academic departments through major-specific career programming, class presentations, and through a liaison assigned to specific departments. The CICD collaborates with Alumni Affairs to maintain a common LinkedIn group, “Eastern Connecticut State University Alumni and Students”, which currently has more than 2,500 professionals, alumni and students associated with it. Additionally, the offices partner on programs which bring alumni back to campus to engage with current students, including resume reviews, mock interviews and social events. The CICD also works with Institutional Advancement to identify internship opportunities for students with alumni contacts.

CICD staff are well-connected with state, regional and national organizations, which aid in networking and outreach activities with employers to encourage recruitment of Eastern students for employment. Online services including Burning Glass, O*Net and Buzz File are utilized by the staff to identify prospective employers as well as to identify current employment trends. Staff attend professional networking events with employers including area Chambers of Commerce, Leadership Greater Hartford, and Delta Scholarship Breakfast, to name a few. Staff maintain their own professional development through conferences such as NACE (National Association of Colleges and Employers) which provide training on cutting-edge best practices in the field of career development. Staff are in tune with Gen Z methods of information retrieval and maintain a strong social media presence as well as a comprehensive website with web-based tools accessible to students at any time. Student staff serve as peer liaisons for undergraduate students based on class year, contacting students in their assigned year with targeted invitations to attend events and utilize the office and its services. Each Monday, students receive a “menu” of CICD activities, including events, employers on campus and featured internships. The CICD also prepares students for careers after Eastern via student employment and internship opportunities within the office. Many of their student staff are hired as human resource and career services professionals after graduation.

The CICD provides a wide variety of events and programming to support student career development. In addition to graduate school and career fairs, the staff reach out to many different offices on campus to access students. Career development workshops are offered through Housing and Residential Life, Athletics, Student Activities, Center for Community Engagement, Unity Wing, Office of AccessAbility Services, Veterans Services, and more. Staff also work with groups of students with unique needs such as undocumented students and exploratory students. Events include open discussions about topics of interest to the student attendees, including entrepreneurship, industry-specific careers and salaries, salary negotiation techniques, resumes and cover letters, how to find internships and jobs, networking skills, how to choose a major, and life after college. The Center also provides graduate school preparation sessions and workshops. International students and students who have studied or interned abroad are provided with resources for how to include these experiences

on a resume. The office facilitates larger-scale programs targeted at students based on their class year. The First-Year Career Exploration Expo allows first-year students to learn about the CICD, meet with employers in eight different career collectives, and start to develop their career plan. The Career Readiness Conference, targeted at sophomore and junior students, connects students with alumni and employers who share their insights on the value of gaining pre-professional experience through research, volunteering and internships. Sessions on using social media, graduate school, resume writing and interviewing prepare mid-college students to be employable by graduation. Ready, Set Graduate for seniors provides resume review from staff, employers and the Department of Labor, as well as panel discussions on transitions to career and graduate school. Access to public service organizations such as AmeriCorps, Peace Corps and Citi-Year-round out options for graduating seniors.

The Center for Internships and Career Development prepares students to work in a multicultural society by working with clubs, the Multicultural Leadership Council, the LEAP program and the Center for Community Engagement to provide experiences, workshops, speakers and panel discussions that not only expand students' knowledge but also prepare them to be culturally competent in the workplace. Diversity and inclusion workshops, employment strategies for underrepresented groups, and interviewing techniques are a few examples of resources the Center provides to multicultural students. Alumni and other employer panels with representation from different cultures and backgrounds are an important resource for students.

In addition to the broad range of offerings currently provided, the CICD will advance and support the Employability plan at Eastern by:

- providing additional, targeted outreach to academic departments, and faculty employability liaisons;
- developing expanded marketing strategies to ensure faculty, staff and students are aware of resources available;
- ensuring that web-based resources are up to date, accessible and based on best practices;
- working with students on their 4-year career development plan, in collaboration with the students' academic departments;
- working with employers and alumni to recruit students for pre-professional opportunities;
- keeping social media platforms up to date and relevant;
- encouraging students to upload their resume to the CICD database for critique by staff and review by employers;
- offering mock interviews in person and virtually through Eastern Career Network.

IX) The Role of Institutional Advancement in Supporting Student Employability

The Office of Institutional Advancement includes IA staff, Alumni Affairs, the ECSU Foundation, and University Relations.

Bringing Our Students and Alumni Together

Institutional Advancement (IA) currently coordinates with the following departments on an annual event that engages successful alumni in a reception on campus where Eastern alumni have an opportunity to interact and share information with Eastern undergraduates. The Accounting, BIS, Business Administration, Education, EES, English, KPE, Psychology, Sociology, and Social Work departments have all participated in these receptions.

Additionally, events are also coordinated with Student Affairs, Athletics, and the Center for Internships and Career Development. It is well known that alumni who are engaged in the life of the university are inclined to support the university with their time, talent and treasure. Alumni are honored to be asked to return to campus to speak at an event where they can share their wisdom and their career paths with our students. This not only serves to support our students but serves to cultivate the philanthropic relationship as well. Many alumni networking events take place throughout the year.

The benefits to our students are on several levels. Navigating the transition from college to career can be a tough one, particularly for those from diverse populations. These receptions provide all students with an opportunity to hear from alumni who already navigated the transition and who may have experienced similar challenges during their time at Eastern.

Also, students who participate in these events not only learn how alumni transitioned into their careers after college, but also the challenges they faced based on their career journey specific to their industries. Because these events typically encourage students to rotate among alumni to ask questions and learn from their experiences, the students have a unique opportunity to establish a network of Eastern alumni who can serve as professional contacts and catalysts to help them succeed in their career pursuit.

Outreach to the Corporate Community

For the past 15 years, IA has used experiential learning opportunities as an ice breaker when speaking with alumni about ways they can assist the university. When the *Insight Interview* initiative was started in 2010, a key question that alumni were asked was whether their company had opportunities for paid and/or unpaid internships for Eastern students. IA staff members follow up with key contacts.

Since the formation of the Employability Council in 2018, IA has increased its efforts in asking our alumni and friend supporters to consider helping Eastern with an experiential learning opportunity. IA has successfully worked with more than 15 organizations to secure opportunities for our students over the past two fiscal years.

Eastern/CIGNA Relationship

The IA Department has developed a key corporate partnership that began in 2012 in conjunction with the IT Department. The VP for Institutional Advancement has developed a working relationship with CIGNA's Global CIO that has resulted in a CIGNA work lab on campus. The Work Lab has employed a dozen Eastern students to date, and plans are in place to open a new expanded CIGNA/Eastern Work Lab that is expected to employ up to 30 Eastern students in positions with CIGNA. The program has seen over 90% of the student interns being employed upon graduation in various positions at CIGNA at salaries in excess of \$75K annually.

Internships in Alumni Affairs

In coordination with IA, the Office of Alumni Affairs has created internships designed to give students experience in marketing, promotion, planning and management. Student interns manage all of the content on Alumni Affairs' social media platforms and provide critical assistance in the planning and operations of events coordinated by Alumni Affairs. 48 students have participated since the first internship was established in 2010, several of whom have gone on to professional careers in alumni relations, development, higher education student affairs and event planning.

Institutional Advancement Employability initiatives include:

- IA will collaborate with other departments on campus to engage successful alumni in networking, campus presentations and outreach.
- IA will expand business partnerships that provide experiential learning opportunities and employment for Eastern students.
- Offices within the umbrella of Institutional Advancement will provide internships for students to develop pre-professional skills.

University Relations

University Relations will continue to provide print and web-based information including the EASTERN magazine, the University website, Newsflash, and other marketing efforts to showcase Eastern's liberal arts mission and the skills learned in the liberal arts. University Relations also employs student workers as writers, photographers, graphic designers and web designers, many of whom go on to professional careers in these areas. The University website has been recently restructured and provides a great deal of information regarding employability at Eastern. Each academic major's web page features a list of relevant job titles and current employers of Eastern graduates in that major. University Relations has created print documents with this information that is used at Open House and other functions for prospective students. The University utilizes real-time data analytics from Burning Glass Technologies (www.burning-glass.com) to inform academic program development and student job searches, and University Relations is adding this data to print and web-based resources. Applied learning (undergraduate research, internships, service learning and study abroad) is promoted on departmental websites, on the University homepage and on each major's web page. University Relations features many different ways of promoting the value of a liberal arts education including the "Success After Eastern" and "Alumni and Friends" sections of the University website, alumni highlights in the EASTERN magazine, news stories, including MERIT pages, paid ads, and banners.

University Relations Employability initiatives include:

- UR will provide internships for students to develop pre-professional skills.
- UR will maintain Eastern's website and will showcase successful employability-related student activities, including internships, service learning, undergraduate research and study abroad.
- Eastern's website will highlight alumni successes and testimonials.
- University Relations will maintain a database of career-based resources for Admissions to use in communications.
- The virtual tour/online viewbook will highlight applied learning opportunities and link to the CICD website.
- The "Alumni and Friends" page on the University website will continue to rotate alumni testimonials, and the "Success After Eastern" webpage promotes the value of a liberal arts education.
- UR will manage the University Calendar and showcase events such as Career Fairs and Graduate Fairs.
- UR will continue to highlight applied learning experiences, the value of the liberal arts experience, and career development in print and online media.

X) The Role of Academic Affairs in Supporting Student Employability

The Division of Academic Affairs includes not only academic departments but also support services including the Academic Services Center, Office of Financial Aid, Library, Registrar, Undergraduate Research and the Writing Program, and Continuing Studies. Academic Affairs also includes special programs such as the Child and Family Development Resource Center, Center for Early Childhood Education, Fellowships, First-Year Experience, Global Citizenship, Global Studies, the Honors Program and the Office of Continuing Studies and Enhanced Learning. The Center for Internships and Career Development and the Center for Community Engagement support academic programs with major-specific career preparation opportunities and community-based learning support.

Academic Services Center

The Academic Services Center (ASC) provides peer-to-peer advising and programs as well as professional advising. Peer advisors receive training and supervision from the professional staff and develop many developmental outcomes related to employability such as intrapersonal skills (confidence, self-esteem, clarified personal values) interpersonal skills (listening, communication, teamwork, leadership, conflict management, cultural competence) social and emotional development (empathy, identity, purpose) career readiness (experiential learning, exposure to professional fields) and cognitive outcomes (problem-solving, improved research skills, content mastery).

Library Services

Library Services provides a multitude of resources for students related to employability. Every student takes a required course in information literacy to prepare them for higher-level research for both academic work and in future employment. Library staff work with students daily to teach them how to utilize archives and special collections in addition to the general library resources. Staff train students, staff and faculty on the discovery system Alma/Primo to build skills in researching and retrieving information for careers, job opportunities/employment and further educational opportunities. The Library offers internship opportunities as well as student employment, and work with their students to ensure they understand the professional skills they have learned as well as those skills they that are still reaching to master.

Library staff have assisted many students with graduate school applications, and seven students have been accepted into Masters of Information/Library Science programs in the last five years.

Library Services will support the development of employability skills at Eastern by:

- Connecting information literacy to future employment in library instruction classes;
- Working with students on graduate school applications and preparation;
- Connecting to the K-12 community through outreach to area teachers and enhance student learning/best practice standards, including through collaborations with the Center for Community Engagement;
- Ensuring that student workers and interns understand the professional skills they have learned through their work in the Library and can articulate those skills and competencies;
- Look into obtaining training in Burning Glass to assist students with career planning.

Office of Continuing Studies and Enhanced Learning

The largest contribution that the Office of Continuing Studies and Enhanced Learning offers to the Employability Plan is through the various study-abroad programs that are available to ECSU students. Engaging in typical study-abroad experiences (studying in another country for a semester or year) supports the plan's aspirations by enhancing student experiential learning. Going abroad and being immersed in a different culture can add

valuable dimensions to student career preparation, especially for those students who aspire to work in fields such as international business and international relations. Global Field Courses that are short-term faculty-led programs, often provide a platform for additional research experience for Eastern students. Many Global Field Courses are, by design, research and research-experience oriented, giving students a chance to have 'real-world' experience in the professional field which they intend to enter. National Student Exchanges allow undergraduates the chance to study at another participating university in the U.S./Canada/U.S. territories. Students often use the exchange program to not only broaden their perspectives and experiences, but to explore their graduate school options. No matter which program students participate in, their return orientation includes a session on integrating their study abroad experience into their resumé in order to improve their employability.

The Office's study-abroad programs contribute to meeting the student goals of the Employability Plan by providing an experiential learning activity option. These experiential learning experiences are invaluable in the way they add perspective to student understanding of who they are, who they want to be, and the career paths that they may want to pursue. The measurement of the efficacy of this goal is very concrete; either the student participates in a study abroad experience or not. Global Field Course professors also often require students to submit reflective essays as part of their coursework; these observational data can also be of use in evaluating what students are gaining from their experiences. All of these data can be used in measuring institutional goals. The data gathered from applicable sources can be used in publicity endeavors by the University to not only encourage more students to engage in study-abroad experiences, but to showcase the skills our study-abroad students have developed through their experiences with the end goal of increasing enrollment, retention, graduation, and overall engagement of the student body. Another institutional goal met by the Office's study-abroad infrastructure is the goal for Eastern students to develop employability competencies. Study abroad is, by default, an experience that stretches students and challenges them to take individual responsibility and take charge of themselves. Students who study abroad must develop their communication, problem solving, and critical thinking skills in order to successfully complete their paperwork and international experience.

A smaller facet of the Office of Continuing Studies and Enhanced Learning is the development and implementation of non-credit programs, reverse internships, Credit for Lifelong Learning (CLL), CLEP Exams, DSST Exams, and high school programs (which allow high school students to earn college credits while still in high school). All of these programs increase the community's contact with Eastern, encouraging increased enrollment and making it easier for students to earn credits and graduate on time. Reverse internships and CLL, in particular, encourage the intersection of students' careers/work experience with their academic pursuits.

Writing Program and Writing Center

Tutors in the Writing Program and Writing Center work with students on their writing in ENG 100P, College Writing Plus, and in the Writing Center. Tutors support their tutees in numerous ways including help with grammar, syntax, organization, argumentation, citation, proofreading and revision. Through this work, tutors develop various competencies which are important employability skills, including critical thinking, problem solving, communication, and teamwork.

First-Year Experience

The First-Year Experience provides support for the Employability Plan in that it includes an important Learning Module produced in collaboration with CICD entitled "Career Development". The module allows first-year

students to learn about the CICD and start to develop an individual career plan. The module embeds critical reading, discussion and assessment of literature focused on the importance of a liberal arts education to workforce success and the important transferable skills sought by 21st Century employers.

Admissions

The Admissions Office will support the goals of the Employability Plan in several ways:

- On-line and in-print promotional materials will incorporate key elements of the plan to enhance external perceptions of Eastern's "Liberal Education, Practically Applied". This will support recruitment efforts by reminding prospective students and their parents that Eastern graduates will receive career guidance and employment preparation as part of their undergraduate education.
- Admissions staff, student tour guides and other personnel involved with recruitment will be versed in the key elements of the plan, so that a consistent positive message is conveyed during conversations with prospective students and their parents.
- Student and alumni success stories concerning internships, experiential learning achievements and employment outcomes will be collected and documented. This information will be used for publicity purposes to demonstrate the range of employability skills gained through applied learning, in addition to the liberal arts skills and knowledge gained in completing an Eastern degree.

Financial Aid Office

The Financial Aid Office supports student employability by providing financial aid information, financial assistance and student employment. Financial Aid assists students in finding grants, scholarships and loans, and the Office supports more than 1000 student positions on-and off-campus paid through operating budget funds and the Federal Work-Study Program.

The Office works with Institutional Advancement to provide scholarships to students and education lenders to help make education more affordable for our families. They also work with several third-party agencies offering financial literacy opportunities through presentations and websites.

Veteran's Affairs processes education benefits and waivers for our Veterans. The Office works with the VETS Center on National Guard Waivers to ensure that our students are able to successfully complete their academic programs and prepare for graduate employment.

The Office of Student Employment works directly with on-campus employers to assist with employability skill development. Employers must select employability skills that students will develop from a drop-down menu in the student employment application. The office requires mid-year and end-of-year performance reviews and provides forms for that purpose.

XI) IT Support of the Employability Imperative

Information Technology Services (ITS) support of all campus employability-related activities is an essential component of the Employability Imperative and Plan. Ensuring that all CICD on-line resources and web-tools continue to be available for student use is necessary. In addition, database programs and analytical tools are

important for compiling, analyzing, measuring and monitoring the diverse Employability Plan activities carried out by different organizational units across campus.

XII) Plan Implementation and Recommendations

The Employability Plan is scheduled for implementation beginning August, 2020 at the beginning of the 2020-2021 academic year. Implementation will be a progressive process requiring specific actions involving diverse members of the university community. Specific actions and timeframes for implementation are indicated below, categorized by the Five Student Employability Support Clusters (Academic Departments; Academic Affairs; Student Affairs; Institutional Advancement; and IT Support). The list below is not exhaustive and is likely to evolve. Every organizational unit in these five clusters should execute the actions they have proposed to support the goals and aspirations of the Employability Plan.

Academic Departments

For Departments *with* Employability Liaisons, the following actions are recommended for the fall 2020 semester:

- 1) Liaison training in late August, 2020;
- 2) Updated syllabus statements about skills content are included for all courses;
- 3) Meeting with the CICD staff member who is assigned to department to plan coordination of employability activities during academic year;
- 4) Preparation of Department Employability Handbook – modeled after Sociology Department example;
- 5) Creation of new resume template(s) for department majors;
- 6) Career preparation meetings with Juniors and Seniors;
- 7) Organize visiting speaker program or career workshop with invited professionals;
- 8) Document all types of experiential learning embedded in major curriculum and explore new opportunities.

For spring 2020 semester:

- 1) Continuation of fall semester actions;
- 2) Publication of Department Employability Handbook and uploading to department website;
- 3) Establish resume checking process for juniors and seniors.

For Departments *without* an Employability Liaison, the following actions are recommended for the 2020 academic year

- 1) The Department Chair Meets with the CICD staff member who is assigned to department to plan coordination of employability activities during academic year;
- 2) Updated syllabus statements about skills content are included for all courses;
- 3) Creation of new resume template(s) for department majors by CICD staff;
- 4) CICD staff member organizes careers events in department during academic year;
- 5) Department or CICD creates resume support process for department majors;
- 6) Employability information is added to department website;
- 7) Document all types of experiential learning embedded in major curriculum and explore new opportunities.

Academic Affairs

During fall, 2020, the Co-Chairs of the Employability Council and the Admissions staff will need to meet to review the main activities embedded in the Employability Plan and the consistent message to send out to potential students and their parents. Leaders and staff members in the other organizational units in Academic Affairs will need to become familiar with the contents of the Employability Plan and carry out the actions they have proposed in support of the goals and aspirations of the plan. It is especially important that student workers, interns and student participants in various units such as Continuing Education, Veterans Affairs and the Writing Program are made aware of, and can articulate, the skills they have developed through their personal involvement.

Student Affairs

Student Affairs will need to fulfill the Division-wide initiatives and individual unit actions proposed in section VII of this plan. This will require a division-wide commitment to professional quality student applications, performance evaluations and formative and summative feedback, and training and coaching in employability skills and professional work habits. Units will need to sustain and develop experiential learning opportunities and ensure that students can articulate the skills and experience they have obtained.

The Center for Internships and Career Development will need to connect with each academic department during fall, 2020. It is recommended that the CICD staff member assigned to each department attend a department faculty meeting early in the semester to inform faculty members of CICD resources and how CICD can support the career preparation of majors in that department (whether the department has an Employability Liaison or not). For departments without an Employability Liaison, the CICD staff member will need to meet with the Department Chair to organize a calendar of career-related events for the academic year. It will be especially important that a mechanism is put in place that obligates students to attend the career preparation events so that all majors receive the employability support they need. In addition, CICD should organize the annually recurring range of career and graduate school related events and support activities and be sure that they are well advertised and scheduled for times when students are least likely to have class conflicts.

Institutional Advancement

During early fall, 2020, organizational leaders from Alumni Affairs, University Relations and CICD should meet with the Chairs of the Employability Council to develop an academic year plan of coordinated activities in fulfillment of the Employability Plan. These activities are too numerous to itemize here, but recommendations include a new process of alumni information sharing with academic departments, generation of new internship opportunities, exploration of campus-wide employer/alumni events with greater student attendance than in the past, and a publicity launch of the Employability Plan to all campus, alumni, local and regional stakeholders, once the plan is in full execution and student benefits are realized and documented

IT Support

ITS is not expected to implement specific new measures. Rather, ITS will need to maintain existing systems and platforms to provide convenient access to IT resources that are integral to Employment Plan activities.

XIII) Measurable Outcomes and Key Performance Indicators

In order to document and assess the efficacy of the Employability Plan, key performance indicators are identified below with 3-year and 5-year benchmark targets. The organizational units and personnel that are responsible for measuring the performance outcomes are also indicated. In the subsequent section, further details of how the performance indicators will be assessed are described.

	Key Performance Indicator	2020	Target 2023	Target 2025	Responsibility
1	Percentage of seniors who have provided information on their first professional destination following graduation	60	65	70	Institutional Research
2	Percentage of graduates who are documented to be employed or attending graduate school within 6 months of graduation	65	70	75	Institutional Research
3	Percentage of seniors who have completed a resume and/or LinkedIn profile	50	60	80	Employability Liaisons (EL), or if no EL, then Academic Departments and CICD
4	Number of academic departments with faculty member(s) serving as Employability Liaison	12	15	17	Provost and Academic Departments
5	Number of Academic departments with academic-year employability plan	15	17	19	Employability Liaisons (EL), or if no EL, then Academic Departments and CICD
6	Percentage of juniors and seniors attending CICD Career Training and Employment Event	50	60	70	CICD
7	Percentage of ECSU students completing NSSE	70	80	90	Institutional Research
8	Number of students completing experiential learning activity	50	60	70	Office of Dean of Analytics

Assessment of Plan

- Institutional Research and Alumni Affairs will collect and analyze graduate data on professional destinations: 1) for the period immediately following graduation through a short student survey completed at cap-and-gown pick-up, and, 2) via email survey six months after graduation and ‘data-mining’ graduate LinkedIn profiles.
- Academic Departments and CICD will collect and analyze annual data on number of juniors and seniors who have completed a resume and LinkedIn profile. Departments with Employability Liaisons will collect the data for department majors. CICD will collect data for departments who do not adopt the Employability Liaison role. CICD staff will be trained by consultants for this endeavor.
- Employability Liaisons in academic departments will submit an annual report of departmental activities in fulfillment of the Employability Plan, to be reviewed by the Provost. The Provost will determine whether the work carried out satisfactorily fulfilled the proposed plan for the academic year and whether the Liaison role will be continued in the following academic year.
- Academic Departments without Employability Liaisons will document the activities carried out in collaboration with CICD personnel in support of the Employability Plan, to be reviewed by the Provost. In this case, a joint report by the Department Chair in collaboration with the CICD staff member assigned to the department will be submitted.
- CICD will compile attendance numbers for all campus-wide and intra-departmental employment related events. Data will be analyzed and evaluated for ways to increase student participation. CICD staff will be trained by consultants for this endeavor.
- Institutional Research will document the number of seniors who have completed the NSSE. The survey has several sections that are directly related to employability. Student responses will be analyzed to inform future improvements of the Employability Plan.
- Academic departments and other organizational units will compile summary data as part of the annual report on the number of students participating in experiential learning activities during the previous academic year. Data will be evaluated to consider ways to engage more students in extra-classroom learning.

XIV) Conclusions

The aim of the Employability Plan is to improve the career readiness of all Eastern undergraduates. This will require a newly envisaged collective effort by all students, faculty and administrative staff. A change in campus culture is needed, so that all members of the Eastern community recognize the value of student employability as a key component of a liberal arts education, practically applied. The Employability Plan defines actions that major organizational units across campus can carry out in support of specific goals and aspirations of the plan. It is recognized that academic departments may play a unique role in supporting student employability, because faculty typically have the most contact time with students. Thus, academic departments may elect a faculty Employability Liaison to provide subject-specific career and graduate school advice to department majors. Eastern students develop important employability skills that include the five major liberal arts learning outcomes and additional skills specific to each major. All Eastern students need to be able to articulate the skills and knowledge gained during the course of their degree as part of the “Language of Employability”. The CICD will continue to play a central role in organizing major campus career events, collaborating on employability initiatives with various organizational units, and providing focused careers support to students, including resume writing and interview preparation. The Employability Plan

includes key performance indicators with 3- and 5-year benchmarks, and recommendations for implementation during the 2020-2021 academic year. The plan will need persistent commitment, campus-wide integration, annual monitoring, and strong publicity to ensure that current and future Eastern graduates achieve their employment potential, receive a significant return on their educational investment, and ultimately lead enriching and purposeful lives.

XV) Appendices

XV. A) Documents related to academic department contributions to the Employability Plan

1) Department Survey of Current Activities Related to Student Employability (distributed, November, 2018)

Please answer the following questions in the space provided. Alternatively, please call Dickson Cunningham (x54321) or Kim Silcox (x54426) to discuss the survey questions below. The Employability Council is trying to identify the current range of academic department activities that relate directly to student employability. This information will help the Council identify best practice across campus and will inform future proposals aimed at enhancing student employability.

Which of the following actions does your department undertake? (*Please note that there is no a priori assumption that you should be doing everything listed below*). Check all that apply. Do you:

- _____ Identify the most common career and graduate school destinations for your majors?
- _____ Identify the top graduate skills and subject knowledge that employers/grad schools seek?
- _____ “Map” your curriculum to identify the full range of skills that are embedded in the courses required of your majors?
- _____ Offer students guidance in targeted resumé writing?
- _____ Check students’ resúms prior to graduation?
- _____ Require a graduate exit portfolio with examples of work completed?
- _____ Bring in professionals and alumni in your subject area to talk with students about careers and undergraduate preparation for employment?
- _____ Maintain a departmental alumni database?
- _____ Routinely update your departmental alumni database?
- _____ Track the students who secure internships through the assistance of department faculty?
- _____ Systematically collect information on department alumni (new home address, new email, work contact info, etc.)?
- _____ Routinely forward that information to the IA department (Michael Stenko) so that Raisers Edge (the new centralized alumni database) can be updated?

- 1) How do you communicate to your students the skills they are developing during completion of the major curriculum and through additional experiential learning?
- 2) Do you give careers advice to your majors that is specifically related to the most common career destinations that your students follow? If so, how do you provide that advice?
- 3) Would your department be able to provide a list of juniors and seniors who are looking for paid (one list) and unpaid (second list) internships by October 1 each fiscal year with the students indicating the type of work they are looking to pursue (i.e. Jim Smith is a junior art major from Bristol and he is looking for a 3-credit internship at a museum like the Wadsworth or New Britain Museum of Modern Art)?
- 4) How does your department communicate to current students, parents, prospective students, and other Connecticut stakeholders the employability preparation that your majors receive and examples of graduate/alumni success stories? How should this information be publicized?
- 5) In some universities, academic departments assign a careers tutor role to a faculty member. The careers tutor organizes and oversees all of the career-related activities in the department. The faculty member careers tutor is provided with some incentives to take on this role. What do you think of this idea?
- 6) Are there other actions your department takes to support employability? If so, please explain.

**2) Employability Council 2019 Survey of Academic Department Student Employability Activities
Summary of completed surveys – key points and conclusions (compiled January, 2019)**

- 1) EES – nothing formalized. Informal advice provided through classes and voluntary lunchtime brown bag sessions on careers advice, no formal resume checking – patchy approach and no net to catch all students. CICD advice too generic for most EES careers. Employability skills are mapped in curriculum.
- 2) History – HIS 200 course – required has mock resume component, some capstone seminars have employability info and mock interviews, Careers in History talks and panels and some more support in advising. One faculty member currently oversees all internships
- 3) English – required exit portfolio with reflective essay, some careers advice during advising and on dept website, host 2-3 alumni panels/yr, promotional materials, semi-annual newsletter, alumni testimonials on website, new course ENG 299 – Career Development for Humanities Majors – helps students identify a career path and preparing for job market
- 4) Music-Performing Arts – MUS 490 capstone includes reflective essay, “What can I do with a Music Major” speaker series includes alumni. Also careers advice in advising sessions, hoping with new website to have more testimonials and careers advice, increased professional performance opportunities for all majors, more auditions, musical experiences enhance employability.
- 5) Theatre/Performing Arts – “pathways to leadership plan” – students accumulate skills, careers advice in advising, not a systematic approach, 100% summer internship placements in summer stock theatre. More effort needed to publicize and inform students of their employment preparation and skills
- 6) Art and Art History – patchy approach – ART 345 museums class some careers info, ART 233 has an interview assignment, advisement sessions provide employment advice, but no systematic approach
- 7) Biology – Bio 120 students start resume in freshman year, website has testimonials, jobs posted on bulletin boards and emailed to majors, CICD careers fairs not relevant to Bio careers in general, some students taken to outreach programs which focus on job skills, no formalized systematic program.
- 8) SACS – Soc, Anthro, Crim, Soc Wk – SOC 201 – intro to Sociology Major has careers advice, occasional alumni events in department, SOC 400 includes resume and career development module
- 9) Education – Dept has established candidate learning outcomes within the major which make it clear the skills/competencies that all majors must develop to pass the major. Each certification leads towards a

specific teaching job, they have an Office of Clinical Experiences for placements, annual spring employment panel for seniors with advice on job applications and interviewing

- 10) World Language – skills communicated in courses, lots of field experiences, careers advice in advisement, nothing more provided it seems
- 11) Psychology – 1 credit course in freshman year – Intro to Psych Major includes skills advice and experiential learning, careers advice provided in advising, also PSYCH 390 – Professional Development in Psychology but this is not a required course, loads of internships every semester and each semester there are 6 internship meetings for the next semester’s offerings – 70-90 each year – dept tracks numbers. Webpage has alumni and grad school links, curriculum was “mapped” to see which employability skills were in different courses.
- 12) Business Admin – no survey return but Professor Pandey networks with over 100 hiring managers in CT and RI. She organizes employability panels and talks on campus every year
- 13) Political Science – all poli sci majors do an internship. Never contacted by alumni affairs – no awareness of raiser’s edge, careers advice through advisement, club events, pizza and politics nights – all informal and not systematic, does not believe departments should be involved with marketing – other professional staff should do that

No responses were received from the following departments despite 2 additional reminders:

Communication
Economics
Kinesiology and Physical Education
Health Sciences
Mathematics
Computer Science
Physical Sciences

General Conclusions drawn from completed surveys = status quo

FYI 100 module useful, but what about after freshman year?

CICD needs more support, CICD should communicate with departments about what it provides.

Department Employability Liaison and person maintaining dept alumni database should be compensated.

Most chairs know nothing about Raiser’s Edge and have not been contacted by Alumni Affairs about providing info, alumni contacts are all over the map – no system in place.

Many do not think faculty should be involved with marketing degrees, but rather professional people should be doing that.

EC should not be adding any more work to department faculty unless meaningful flc or salary compensation.

Very few departments check any student resumes before graduation

Employability Panels in a few departments - sounds like a successful idea that could be widely applied

A few departments offer courses that are employability related in large part or to a very small degree – widely variable and inconsistent and in most cases are not required courses

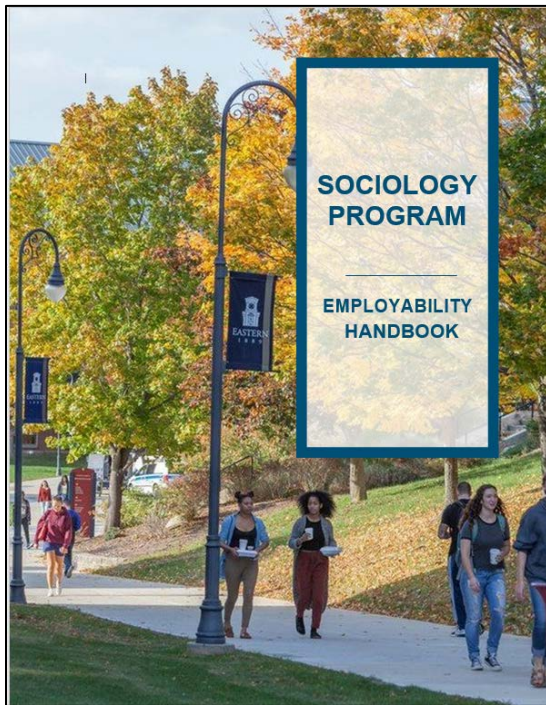
Many departments offer careers advice in advisement – but very patchy and depends on faculty member

Most departments that have large u/g internship involvement have a system in place to connect students with internship providers every semester.

3) Academic Department Employability Handbook – Best Practice

The Sociology Department and University Relations have created a very useful and attractive Sociology Program Employability Handbook which could serve as a template for all departments. The handbook could be provided to majors, prospective students and parents and other stakeholders. It is also easily uploaded to a department webpage as a pdf.

(Cover, table of contents and two sample pages shown below)



▷ EMPLOYABILITY HANDBOOK

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◀ III. Key skills you will acquire

- 1. Organizational Skills

These are a few of the exciting workplaces where some of our recent Sociology graduates are employed.

◀ VI. How can I get additional skills and experience?

- ◀ 1. Volunteer with the Center for Community Engagement
<http://www.easternct.edu/cce/>
- ◀ 2. Get involved with campus leadership activities
<http://www.easternct.edu/studentactivities/clubs-orgs/club-index/>
- 3. Do an Independent Study (SOC 480)
- ◀ 4. Do an Internship for course credit (SOC 375, 490, 491, 492, 493)
<https://www.internships.com/>

◀ VII. What's next?

- ◀ Check out the "What Can I Do With This Major?" tool:
<https://whatcanidowiththismajor.com/major/sociology/>

◀ III. Key skills you will acquire

Our core and elective Sociology courses cover a wide variety of skills. For each category, we have highlighted a few sample classes that stand out as focusing more on each attribute.

1. Organizational Skills
2. Written and Oral Communication Skills
3. Numeracy and Information Technology Skills
4. Intellectual and Research Skills
5. Understanding Diversity
6. Critical Thinking

1. Organizational Skills

- **Independent work:** showing initiative & making decisions on your own. e.g. Soc. 300, 350, 400
- **Workload management:** prioritizing & planning your work & meeting deadlines. e.g. Soc. 350, 351, 400
- **Self-management:** being punctual, time-keeping, attending & contributing to group tasks & projects. e.g. Soc. 375, 400, 492

2. Written & Oral Communication Skills

- **Written communication:** essays, reports, research summaries & proposals. e.g. Soc. 350, 400
- **Verbal communication:** oral presentations, contributing to group discussions. e.g. Soc. 208, 373, 400
- **Interpersonal skills:** working successfully in a team towards a common goal, getting along well with colleagues, debating effectively. e.g. Soc. 208, 400

3. Numeracy and IT Skills

- **Computer literacy:** Using various software packages to retrieve, present & store information. e.g. Soc. 329, 331
- **Information literacy:** using information technology to find, evaluate, use & communicate relevant information. e.g. Soc. 350, 351, 400
- **Data analysis:** Collecting & analyzing primary qualitative & quantitative data, analyzing secondary qualitative & quantitative data, interpreting statistics. e.g. Soc. 275, 300, 351, 357, 358, 400

IV. What do Sociology graduates do?

"Sociologists study social change, diverse communities and their interactions, and use scientific methods to find empirical answers to complex social questions. Studying sociology fosters creativity, innovation, critical thinking, analytic problem solving and communication skills. Sociology challenges you to see the world through the lens of different cultures and communities."

American Sociological Association, "What Sociologists Do"

TABLE 1: OCCUPATIONAL CATEGORIES OF SOCIOLOGY BACCALAUREATES BY JOB STATUS

OCCUPATION	INTERNSHIP	PART-TIME (>35 Hours)	FULL TIME (35 hours or more)
Social Services, Counselors, Psychologists	54.8%	17.5%	26.5%
Clerical/administrative support	4.8%	12.5%	15.8%
Management	2.4%	5.8%	14.4%
Teachers, Librarians	4.8%	18.3%	8.1%
Services	0%	18.3%	8.3%
Sales, Marketing	0%	10.8%	10.1%
Social Science, Researchers	23.8%	12.5%	5.7%
Others	7.1%	2.5%	4.4%
Other Professionals (includes PR and IT)	2.4%	1.7%	6.8%
TOTAL	100%	100%	100%

Source: ASA Research and Development Department, *What Can I Do With a Bachelor's Degree in Sociology? Wave I and Wave II*

4) CICD published compilation of important student skills and competencies that are specific to subject areas and majors (taken from 'major sheets')

<u>Subject Area</u>	<u>Skills and Competencies</u>
Liberal Arts Core (LAC)	Critical Thinking Verbal Communication Written Communication Teamwork Problem Solving Analytical Reasoning Digital Literacy/IT Skills Numeracy Interpersonal Skills Organized/Time Management Ethical Empathetic Resilient Independent Adaptability Creativity Hard-Working/Motivation
Accounting	RELATED MAJOR SKILLS Adapt well to frequent change Analyze and interpret data Computer literacy Efficient Work independently Logical thinking Numerical computation Oral and written communication Organized Critical thinking Problem solver Systemizing skills Team work
Art	Needed
Biochemistry	RELATED MAJOR SKILLS Communication Critical Thinking Information Handling

	<p>Organization Problem Solving Research Skills Statistical Awareness Teamwork Technical Skills</p>
Biology	<p>RELATED MAJOR SKILLS Analytical and Quantitative Abilities Intellectual Curiosity and Creativity Independent Worker Information Handling and Organization Numerical Computation Oral and Written Communication Problem-Solving Abilities Statistical Awareness Teamwork Technical Skills</p>
Business Administration	<p>RELATED MAJOR SKILLS Ability to Motivate Others Analyze & Interpret Data Creative Problem Solving Interpersonal Communication Skills Organizational Skills Proficiency with Computers Teamwork Skills Time-Management</p>
Business Information Systems	<p>RELATED MAJOR SKILLS Ability to Generate Technical Reports Ability to Learn New Processes Appreciation for Different Learning Styles Consulting & Problem Solving Efficient Use of Systems/Programs Investigation & Research Skills Oral & Written Communication Understanding of "Big Picture" Work Independently & On a Team</p>
Communication	<p>RELATED MAJOR SKILLS Ability to Write Clearly & Speak Effectively Demonstrate creativity & Artistic Expression Detail-Oriented & Able to Meet Deadlines Evaluate & Compile Market Research Gather Information & Data Influential/Persuasion Skills Present Specific Viewpoints Reporting & Editing Skills</p>
Computer Science	<p>RELATED MAJOR SKILLS</p>

	<p>Abstract Reasoning Advanced Quantitative Abilities Curiosity, Creativity, & Detail Follow-through Skills Enthusiasm for Technology Patience & Responsibility Programming Language Concepts & Knowledge of Operating Systems Working Well Under Pressure</p>
Criminology – none provided	needed
Early Childhood Development	<p>RELATED MAJOR SKILLS Able to Multi-task & Work Well Under Pressure Clear Communication Skills Written & Verbal Desire to Work with & Help People Effective Teaching Skills Understanding of Different Learning Styles Motivational Skills & Creativity Strong Organizational & Planning Skills Understanding of Relevant Technology Works Well Autonomously</p>
Economics	<p>RELATED MAJOR SKILLS Ability to Offer Business Advice Ability to Prepare & Write Reports Analyze & Interpret Data Computer Proficiency & Knowledge of Business Technology Interpersonal Skills Investigative & Research Skills Mathematical Comprehension Oral & Written Communication Skills</p>
Education (Elementary Education) (Early Childhood Education) (Secondary Education)	<p>RELATED MAJOR SKILLS Able to Multi-task & Work Well Under Pressure Clear Communication Skills Written & Verbal Desire to Work With & Help People Effective Teaching Skills with an Understanding of Differing Learning Styles Motivational Skills & Creativity Strong Organizational & Planning Skills Understanding of Relevant Technology for Classroom Learning Works Well Autonomously</p>
English	<p>RELATED MAJOR SKILLS Ability to Problem Solve & Think Independently Can Compare, Discuss & Summarize Differing Views Creativity with Ability to Clearly Communicate Ideas</p>

	<p>Effective Writing & Editing Skills Good Sense of Who Audience is & Most Appropriate Form of Communication Influencing & Persuading Skills Initiating, Planning & Carrying Out Complex Project</p>
Environmental Earth Science	<p>RELATED MAJOR SKILLS Apply Logic & Problem-Solving Skills Assess Risks & Apply Knowledge Creatively Communicate Effectively Evaluate, Organize, & Report Data Perceive Patterns & Structures Summarize Research Findings Technical Writing</p>
Finance	<p>RELATED MAJOR SKILLS Oral and Written Communication Skills Complex Problem Solving Ability to Analyze and Interpret Data Marketing and Sales Knowledge Trend Analysis Work Independently Numerical Computation Ability to Establish Relationships Organized Critical Thinking Attention to Detail Computer Database Skills</p>
General Studies	Needed
Health Sciences	<p>RELATED MAJOR SKILLS Enjoys Helping Others Teamwork Leadership Time Management Interpersonal Skills Counseling Computer Literacy Database Management Logical Thinking Problem Solving</p>
History	<p>RELATED MAJOR SKILLS Analyzing ideas and information Explaining Ideas & Communicating Concepts Explaining the Present by Referring to the Past Researching & Examining Evidence Seeing Relationships Between Factors</p>

	Writing & Presenting Information Clearly
History and Social Sciences	Needed
Individualized Major	Needed
Labor Relations & Human Resource Management	<p>RELATED MAJOR SKILLS</p> <p>Adapt Well to Frequent Change</p> <p>Analyze & Interpret Data</p> <p>Computer Literacy</p> <p>Efficient</p> <p>Logical Thinking</p> <p>Oral & Written Communication</p> <p>Organized Critical Thinking</p> <p>Peacemaker</p> <p>Problem Solver</p> <p>Systemizing Skills</p> <p>Team Work</p> <p>Work Independently</p>
Liberal Studies	needed
Mathematics	<p>RELATED MAJOR SKILLS</p> <p>Attention to Detail</p> <p>Make Critical Observations</p> <p>Organize, Analyze & Interpret Data</p> <p>Proficiency in Communicating Mathematical Ideas</p> <p>Solve Quantitative Problems</p> <p>Understand Both Concrete & Abstract Problems</p>
Music	<p>RELATED MAJOR SKILLS</p> <p>Ability to Read & Write Music</p> <p>Appreciation for Different Cultures & Music Styles</p> <p>Creativity and Self-expression</p> <p>Good Stage Presence & Entertaining Skills</p> <p>Self-discipline & Strong Work Ethic</p> <p>Teamwork & Leadership Abilities</p>
New Media Studies	<p>RELATED MAJOR SKILLS</p> <p>Communication</p> <p>Creative thinking</p> <p>Strong writing skills across a variety of styles</p> <p>Able to solve complex problems</p> <p>Understands and explains complex concepts</p> <p>Adapts to new technology and trends</p> <p>Ability to compose and produce visual arts</p> <p>Media production and dissemination method</p>
Philosophy	<p>RELATED MAJOR SKILLS</p> <p>Analytical Thinking</p> <p>Effective Communication</p>

	<p>Attention to Detail Critical Thinking Ability to Organize, Analyze and Interpret Data Research Skills Gathering Information and Asking Questions</p>
Political Science	<p>RELATED MAJOR SKILLS Ability to Work Well Under Pressure & Make Informed Decisions Analytical Thinker with Good Problem-Solving Skills Appreciation for & Ability to Interact Well with Diverse Populations Leadership Skills & Ability to Work Well with Team Members Strong Verbal & Written Communication Skills Understanding of Community Needs & Able to Interpret Social/Economic Data</p>
Psychology	<p>RELATED MAJOR SKILLS Ability to Resolve or Mediate Conflicts & Deal Effectively with Diverse Populations Able to Observe, Analyze, & Interpret Information Concern for & Sensitivity to Others Interpersonal Communication, Oral & Written Knowledge of Human Development & Behavior Good Interviewing & Listening Skills Problem Solving & Decision-Making Skills Understanding of & Engagement in Ethical Practice</p>
Social Work	<p>RELATED MAJOR SKILLS Ability to Work Independently & as a Member of an Interdisciplinary Team Counseling Skills & Empowerment of Clients Documenting Information & Presenting it Clearly in Both Written & Spoken Form Genuine Desire to Help & Work with Others Interviewing & Collecting Information from People & Communicating it to Others Research Skills in Gathering Information & Answering Questions</p>
Sociology	<p>RELATED MAJOR SKILLS Ability to Understand & Improve Human Relationships Compassion for Diverse Populations & Advocate for Justice Critical Thinking Skills with Ability to Analyze & Interpret Data Insight into Group Dynamics Knowledgeable & Comfortable in a Diverse Setting Knowledge of Community Resources Knowledge of Social Structure & Change Statistical Abilities</p>
Spanish	<p>RELATED MAJOR SKILLS Communicating Between Cultures</p>

	<p>Comparing Translation Interpretations & Clarifying Ideas Reading/Writing Another Language Speaking to Groups /Public Speaking Strong Interpersonal Skills Understanding Cultural Diversity</p>
Sports and Leisure Management	<p>RELATED MAJOR SKILLS Able to Work Independently & in Groups Decision Making Skills Flexibility & Strong Work Ethic Follow-Through Skills Good Communication Skills Motivational/Leadership Skills Passion for Sport & Physical Fitness Time Management/Organization</p>
Theater	<p>RELATED MAJOR SKILLS Appreciation of Aesthetics Communicate Emotions & Ideas Creatively Concentrate & Practice Intensely for Long Periods Imagination & Creativity Presentation, Public Speaking Skills Proficiency in Memorization</p>
Visual Arts	<p>RELATED MAJOR SKILLS Ability to Meet Deadlines Ability to Work Independently Basic Reading, Writing & Editing Skills Creativity & Self-Expression Eye for Aesthetics & Visual Appeal Flexibility & Strong Work Ethic Strong Communication Skills Understanding of Computer Applications</p>

5) Employability Plan – Survey of Academic Departments that choose to adopt the Employability Liaison role (distributed 2-18-20)

(Please type your answers into this document. Many of the answers to the questions below are likely to be actions that involve collaboration with CICD. Please indicate if so)

- 1) How will you identify top career and graduate study destinations for department majors and minors?
How will you provide this information to your majors?
- 2) How will you identify top graduate skills and subject knowledge that employers/grad schools seek that relate to your major(s)?
- 3) How will you examine and adapt (if warranted) your major curriculum to better align it with employer expectations and workforce needs?
- 4) How will you ensure that course syllabi include information on the skills training embedded in the course?
- 5) How will you provide focused careers advice during the semester to all majors (or smaller program cohorts depending on size of department) via meetings and/or through advisement?
- 6) How will your department ensure that department majors have the opportunity to engage in-person with representatives from industry, agencies, professional organizations, etc., to hear up-to-date information and personal perspectives on job trends, employer needs, best preparation for career success and job-seeking strategies?
- 7) How will your department create resumé templates for department majors that are appropriate for different career and graduate school trajectories?
- 8) How will your department organize a system of resumé checking for juniors and seniors?
- 9) How will your department help students prepare for professional interviews?
- 10) How will your department ensure that each majors is filling in his/her 4-year career plan?
- 11) How will your department ensure that the department webpage includes careers and graduate school advice, success stories, testimonials and useful links related to employment and graduate school?
- 12) How will your department share department alumni information with Alumni Affairs?
- 13) How will your department explore new ways to define and create experiential learning opportunities for majors and minors (internships, research, global field course, community outreach event, etc.).

End.

**6) Graduating Student Survey of Student Employability and Graduate Study Preparation
(circle yes or no, and feel free to add comments)**

- 1) Have you completed a resumé and had it checked by a faculty member? Yes No
- 2) Are you aware of all the skills that you developed while at college? Are you able to articulate the skills developed through curricular activities and extra-curricular activities? Are these skills on your resumé and in your head, if asked at an interview? Yes No
- 3) Have you created an e-Portfolio? Yes No
- 4) Did you participate in an experiential learning activity while at ECSU (internship, community engagement, supervised research, etc.)? Yes No
- 5) Have you received career and graduate school advice related to your future plans? Yes No
- 6) During the last year, did you attend presentations by external representatives from industry? Yes No
- 7) Did you feel that you could approach the Department Employment Liaison about your future plans and receive useful advice? Yes No

- 8) Do you have advice for your department as to how faculty could better prepare majors for graduate employment and/or graduate study?
- 9) What are your professional plans after graduation?
- 10) Are you aware of the means to remain in communication with your department and ECSU in the coming years?

7) Senior Cap and Gown Pick-up – Possible First Destination Survey

- 1) Your name _____
- 2) Your plans for the first 6 months after graduation, if known:

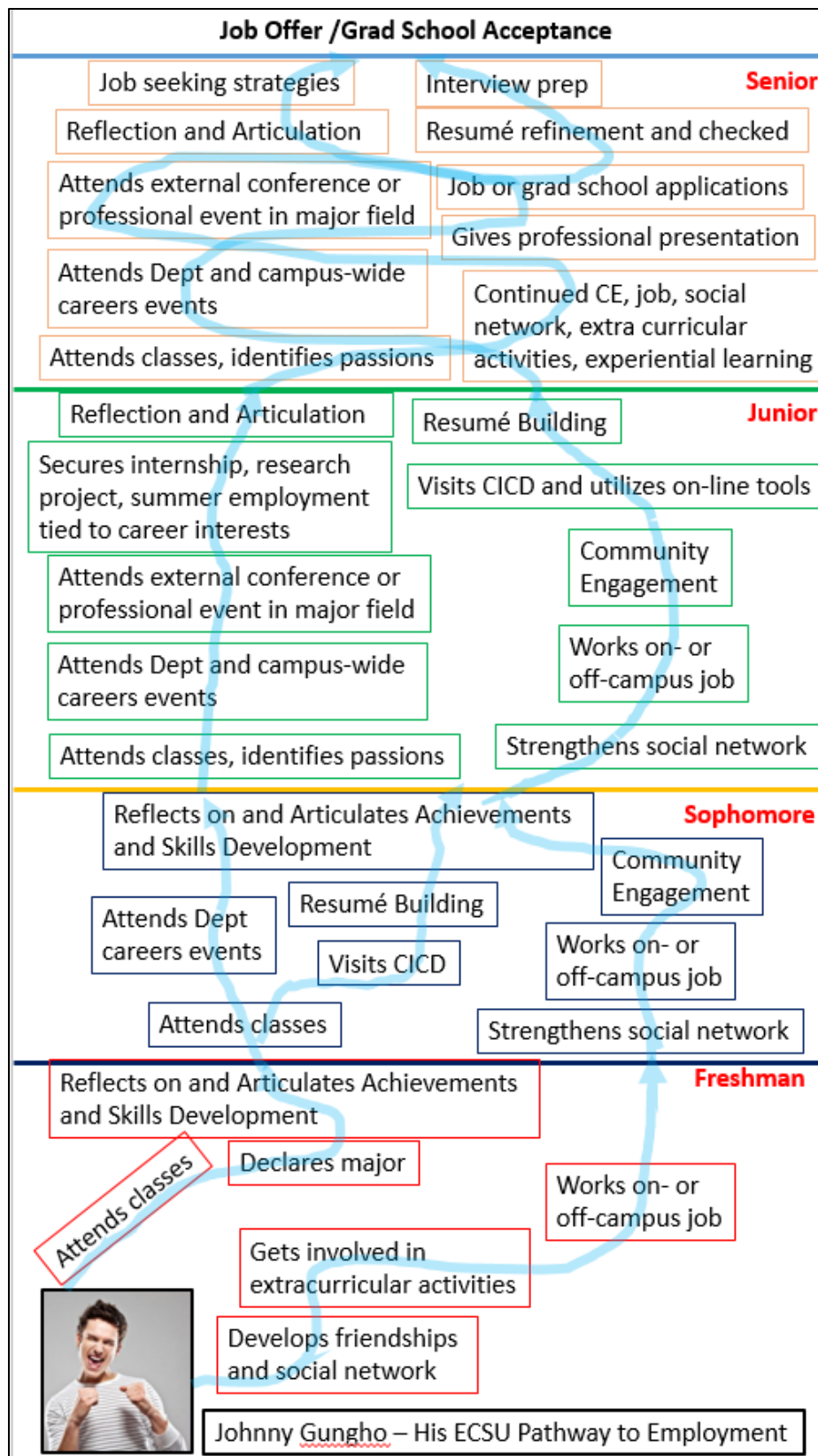
- 3) If you have a job or graduate school placement lined up, what will you be doing, when will you start, and where will you be based?

Thank you and best wishes for your future and Congratulations!

8) Senior Exit Survey 2018 (438 completed responses)

Employed Full-time (as of April 2018) and expecting to continue position	17.74%
Expecting full-time offer after graduation	36.00%
Total Full-time employed	54.64%
Expecting Part-time employment after Graduation	6.42%
Total Employed	61.06%
Graduate School, Full-time	21.95%
Graduate School, Part-time	6.57%
Military	2.49%
Total	92.07%
Unknown	7.93%

9) Example of possible 4-year plan to graduate employment for an Eastern undergraduate



XV. B) Division of Student Affairs – contributed responses from different organizational units

1) Unit Name: Office of AccessAbility Services

1) How will your unit support any or all of the aspirations of the Employability Imperative?

- Require resume/cover letter for applicants
- Interviews for applicants
- Message to all who did not get to interview process
- Evaluations (mid and final)

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Supervision meetings
- Go over specific student majors/goals and align work at OAS to fit skills they would like to build

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

Same as 1.

2) Unit Name: Office of Wellness Education and Promotion

1) How will your unit support any or all of the aspirations of the Employability Imperative?

- The Office of Wellness Education provides opportunities for students going into careers of Public Health, Social Work, Psychology and Education are offered internship opportunities through which they engage all employability competencies.
- Several of the educational programs provided by the Office of Wellness Education discuss topics applicable to the employability competencies, with special attention to critical thinking and professionalism.

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- All students are provided a list of the employability competencies and are asked to address how they feel they have met or are intending to meet the specific skill.
- Once per semester, a review is completed with the student to determine goals to meet the specific employability competency.
- At the completion of the academic year the student and the Coordinator for Wellness Education discuss how the goal was met for each competency. The student provides this in writing to the Coordinator for review and discussion.
- Students are encouraged to think critically about careers goals creating an electronic portfolio of work. Each is expected to make an appointment with the Center of Internships and Career Development annually to update their resume with new skills or initiatives they have developed within the academic year. Each student is also expected to attend the Career/or Graduate School Fair to develop long range plans for post-graduation.

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- The Office of Wellness Education provides opportunities for students to work in a professional setting, developing programs consistent with their own academic major, collaborating with faculty and staff in an integrative learning environment.

***Programs developed by the Office of Wellness Education are often preventative in nature and are difficult to measure. I have provided information as pertains to my student workers or interns, who are*

provided with multiple opportunities to develop and assess their career development and discuss those with the Coordinator for Wellness Education, both in formal meetings and informal opportunities.

3) Unit Name: Arthur L. Johnson Unity Wing

1) How will your unit support any or all of the aspirations of the Employability Imperative?

- Improve the written job descriptions for student ambassadors.
- Have Arthur L. Johnson Unity Wing administrators and ambassadors review their job descriptions periodically and 1:1 meeting.
- Incorporate employability-focused questions and topics into student ambassador training and development sessions (i.e. retreat, staff meetings, workshops)
- Remain sensitive and alert to students' difficulties in the work place and identify resources to improve skills.
- Arrange mid-semester and end of the year resume/CV checks and require resumes during the application process and final evaluation process.
- Encourage students' attendance to conferences, urge their attendance to job fairs and identify opportunities to sponsor student membership to organizations relevant to their work and future goals.
- Connect with the Center for Careers and Internship Development to prepare 1:1 discussion about students' potential career directions, and when appropriate allow this interaction with guest lecturers.

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Learn when the 4-year employability plan is part of the process and then request it from student ambassadors serving in the Arthur L. Johnson Unity Wing.
- Learn more about CICD resources, familiarize staff with resources (i.e. Burning Glass) and integrate an initiative for informing students and facilitating their interaction with these resources.
- Advertise and identify a way to host one mock interview opportunity.

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Review job description and tasks to identify the employability competencies that ambassadors are most likely to develop skills in
- Create a list of Eastern Alumni who have worked with the Arthur L. Johnson Unity Wing and are gainfully employed.
- Division of Student Affairs
- Employability Imperative Contributions

4) Unit Name: Student Conduct

1) How will your unit support any or all of the aspirations of the Employability Imperative?

Student Conduct has hired Criminology majors as our office can relate to their field. We will also have our student workers complete self-evaluations at the end of each semester and meet with them individually to go over them in detail. Within these, their plan at Eastern and how our office can specifically help will also be discussed to ensure the students potential within the office.

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

Individual meetings and weekly projects will be completed by the student workers for check-ins throughout the semester. Within these it will give the students an opportunity to relate the skills they have learned while working in our office to their future post-graduation. When students are seen within the conduct process, if they are underclassman or undeclared they will be sanctioned to visit the CICD. If they are upperclassman, they will be required to write a reflection paper on the ethics of their behavior within their chosen field.

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

We will support the institutional goals by continuing to collaborate with CICD and look to the data to tell our story. Things like recidivism and retention rates should prove to be useful.

5) Unit Name: Student Activities, Orientation & Leadership

1) How will your unit support any or all of the aspirations of the Employability Imperative?

- Require cover letters and resumes from student applicants for our positions.
- Continue to offer workshops and training to student workers & student leaders.
 - (i.e. resume writing, networking, mock interviews, LEAP)
- Continue to evaluate student employees and review and update job descriptions annually.
- Collaborate with Faculty to offer major specific programs with visiting alumni.
- Regularly coach and mentor juniors and seniors on their job search or graduate school application process and provide guidance.
- Encourage student leaders to take on new projects and leadership positions each year to further develop skills and challenge themselves.

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- During our weekly meetings, review goals and actions taken. Help establish timeline, objectives and tasks with students.
- Provide a framework during Orientation sessions in the Summer and fall for students to learn the importance of a 4 year plan and provide information on resources that will help them building their resume and expand their experience.
- Efficacy will be measured each time an opportunity for learning is present through assessment.

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Our efforts will aim to increase student involvement in leadership positions on campus, help them gain valuable employability skills and better prepare them for a career after Eastern. We can measure skill development with pre and post self-evaluations, conducting focus groups and encouraging our graduating senior leaders to provide opportunities for future graduates in their places of employment.

6) Unit Name: Housing & Residential Life

1) How will your unit support any or all of the aspirations of the Employability Imperative?

- Bulletin boards dedicated to #SayItLikeAWarrior Campaign.
 - *(Aspiration #1): Will help students to articulate their experiences.*
- All Housing student worker positions require a resume and interview with questions that target the NACE Employability competencies.
 - *(Aspiration #1): Will help students articulate their experiences both orally and in writing.*
- Housing will offer One Housing Priority Point for each Career or Graduate Fair students sign in to.
 - *(Aspiration #2): Encouraging students to be aware of the range of professions and potential jobs as well as awareness of fields of graduate study.*
- Housing will continue to be intentional with it's interaction with students and do intentional interventions for students that appear they may not be connected to Eastern and are at risk of not being retained.
 - *(Aspiration #4): Students will be engaged to be able to recognize the practical worth of their liberal arts education.*

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Housing will offer One Housing Priority Point for each student that submits their 4 year employability plan to the CICD prior to April 1 each year. – measured based on number of students completing task.
 - *(Student Goal #1): Helping to encourage all Eastern students with developing their 4-year employability plan.*
- Bulletin boards dedicated to #SayItLikeAWarrior Campaign and Personal Career Management. We will add a question to our Perception of Housing Assessment to see how many recognize the presence of this resource.
 - *(Student Goal #3): All students will be aware of and utilize career resources on campus.*
- All Housing student worker positions require a resume and interview with questions that target the NACE Employability competencies. We will generate reports on the number of unique students that apply.
 - *(Student Goal #4): Contributing to all students leaving with a polished resume and having participated in interviews.*

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Bulletin boards dedicated to #SayItLikeAWarrior Campaign and Personal Career Management.
 - *(Institutional Goal #1): Assisting Eastern students with developing employability competencies along with using the language.*
- Housing will offer One Housing Priority Point for each program attendance on the Employability Topics and will use the #SayItLikeAWarrior Logo on fliers for those programs.
 - *(Institutional Goal #2): Assisting with publicizing career development and experiential learning as an integral part of a liberal arts education.*
- Housing will strongly encourage all of its student workers to organize a Peer Study Group as a way to bolster many of the employability competency skills within the residence halls.
 - *(Institutional Goal #1): Encouraging Eastern students to develop employability competencies through academic programs (interventions).*
- Housing requires all of it's student workers to master a digital skills project and utilize those skills so they can enhance their problem solving skills and be more effective in the work force.
 - *(Institutional Goal #1): Contributing to Eastern students developing employability competencies through work-integrated learning experiences.*
- All students will be challenged to complete the digital skills project on their own and may submit it prior to March 1 for an undetermined amount of Priority Points.
 - *(Institutional Goal #3): Creating partnerships (and opportunities) to prepare graduates for employment.*
 -

7) Unit Name: Center for Internships and Career Development

1) How will your unit support any or all of the aspirations of the Employability Imperative?

- Provide Group and Individual Career Coaching/Counseling to all students.
- Provide graduate school counseling.
- Facilitate Career Development workshops and programs for all students
- Partner with Employers to organize internship and career fairs and offer other forms of recruitment opportunities for them
- Partner with graduate school recruiters and organize graduate school fair
- Staff will support students with developing a career plan.
- Provide up to date on-line career tools for all students to access to help with
 - Identifying majors,

- career selections
- employer databases
- sample resumes
- salary information
- knowledge about careers
- interviewing tips
- graduate school searches
- mentoring support

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- Periodically Update the 4-year career development plan and distribute and review with students (students who complete the plan on-line we can measure it)
- Work with students on selection of graduate schools. Provide career counseling on selection of graduate schools. (Will document students that come in for this service)
- Work with Employers and Alumni to recruit students for pre-professional opportunities that exist. (Track the number of recruiters that are on-campus)
- Assist students with their career development goals to be best prepared for existing pre-professional opportunities (keep track of all sessions)
- Work with University Relations and our vendors to make sure that our on-line tools and resources are readily available through our university webpage. (We can run reports on the usage of all our on-line tools).
- The CICD will make sure to keep our social media platforms up to date as well.
- The CICD will work with students on resumes, cover letters, mock interviews and job-seeking support in group and or individual sessions. The CICD will facilitate workshops on specific career readiness topics. These workshops may include alumni and employer support. (Count the number of students that participate in all activities)
- Students will have the opportunity to upload their resume to our internal database. This will allow for someone to provide a critique, and some employers may choose to select resumes to interview students. (can be tracked through the database)
- Students may come in to the office to get their resume review as well. (Count the number of students)
- Students will be able to do mock interviews in person and virtually through the Symplicity platform. (Eastern Career Network) . (Count the number of students)
- Currently all Co-ops are processed through the CICD office. (Collect data through banner)
- Post jobs and internships for students to review and apply for in ECN. (Count the number of postings through ECN)

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

- The CICD will continue to recruit employers to hire to students for internship opportunities.
- Continue to recruit alumni and employers who hire and students and provide a variety recruitment opportunities
- Post experiential learning opportunities for students to participate in our database
- Host an internship and Career fair each semester
- Allow employers to post internships and other professional opportunities in database (ECN)
- Host Employer Advisory Board meetings
- Staff will use Burning Glass to identify employers and teach students how to use the software to identify professional opportunities.

- Allow alumni and employers to come to campus to engage students in workshops, seminars, events and other career related programming.
- Connect with alumni and employers on LinkedIn.
- Use on-line platforms to recruit new employers for on-campus events.
- Professional staff receive on-going training on how to identify new opportunities for students.
- All students that come in office will receive career preparation support.
- Evaluations are provided to all students who participate in Career Workshops and Career Coaching/Counseling sessions
- The CICD will also follow the guidelines of the Employability initiatives of the Division of Student Affairs as it relates to the hiring and supervision of selected student workers.

7) Unit Name: Center for Community Engagement

1) How will your unit support any or all of the aspirations of the Employability Imperative?

Students will learn how to articulate how their volunteer/CCE experience relates to employability

- Student leader trainings on employability competencies
- Service Expo with focus on employability
- When funding is available, trainings for volunteers on employability competencies

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

Student Leaders will have a polished resume and information about mock interviewing opportunities.

- All applicants for positions will be required to submit a resume.
- All hired student leaders will review their resume with CCE staff to ensure that they have properly articulated their experiential learning experiences, and will discuss career options and goals.
- All hired student leaders will receive information from CICD about trainings and offerings.
- All student leaders will receive a letter of reference from CCE staff. Volunteers will receive a letter of reference upon request.

Student Leaders will complete a self-evaluation and will participate in mid-year and end-of-year evaluations with CCE staff.

Assessment: pre and post meeting resume quality; pre and post surveys of employability competency articulation

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

All Eastern students will have opportunities for structured engaged learning opportunities through service learning courses and volunteer opportunities.

- CCE will work with faculty interested in service learning to ensure that their students have a structured volunteer experience, reflection opportunities, and that the students' hours are provided to faculty.
- CCE will offer semester-long and one-time volunteer experiences in a wide variety of sites that meet students' interests and community needs.
- CCE will conduct reflection sessions to ensure that students are given the opportunity to reflect on their experience and to articulate what they have learned

Assessment: # of service learning courses; # volunteer sites; pre/post surveys before and after trainings

8) Unit Name: Counseling and Psychological Services (CAPS)

1) How will your unit support any or all of the aspirations of the Employability Imperative?

Through group and individual counseling services aimed at decreasing functional impairment and increasing social, academic and occupational functioning (see item 3 for additional detail). Counselors can provide career

advice and counseling on a limited basis as the primary role of CAPS is to address and treat mental health problems.

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

We support student mental health goals which often directly impact employability and overall ability to function. Counselors engage in continued clinical assessment throughout service delivery. We offer opportunities for student feedback through end of the year surveys.

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

Group Therapy Offerings – confidential group counseling services. Competencies vary but likely include: Enhancing Critical Thinking, Communication, Teamwork, Leadership, and Global Fluency through group counseling sessions. Current and recent groups include:

- Dialectical Behavior Therapy (DBT) group - teaches skills in the following areas: Emotional Regulation, Distress Tolerance, Interpersonal Effectiveness and Mindfulness
- Opportunity Scholar Group – provides support for the unique needs of international and opportunity scholars at Eastern.
- Men’s Interpersonal Process Group – provides interpersonal process group for male identified students to gain and give support and in contrast to toxic masculinity, to decrease symptom severity and impairment, and increase and overall functioning. Group goals are defined by group needs but typically include: decrease anxiety, increase motivation and hope, increase social connection and skills and increase problem solving skills.
- Art Therapy – increase self-awareness and expression, gain and give support to one another in a non-traditional manner. Increase creativity and acceptance for self and others can transfer to employability goals.
- Trauma Recovery and Empowerment Model group – goals include:
 - Increased trauma recovery skills (Increased self-esteem, boundary-setting, emotional regulation, Increased judgment and decision-making)
 - Decreased mental health symptoms (Decreased anxiety, depression, hostility and posttraumatic stress disorder (PTSD) symptoms)

Individual Counseling Services - Confidential individual supportive counseling services geared to address mental health concerns of ECSU students. Sessions involve assessment and diagnosis, goal setting and treatment of mental health problems; overall goals typically include improved academic/social functioning, and decreased symptom severity.

Competencies gained vary, but could include: Critical Thinking, Communication, Teamwork, Leadership, Work Ethic, Career Management, Global Fluency

9) Unit Name: Athletics

1) How will your unit support any or all of the aspirations of the Employability Imperative?

Coaches and athletics staff can help to develop plans and processes which effectively enable student-athletes to graduate with a job, acceptance to graduate school or have formulated a plan reflecting life goals.

2) How will your unit support any or all of the student goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

Student-athletes will receive education of career resources on campus including CICD.

3) How will your unit support any or all of the institutional goals? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals?

Coaches and athletic staff will continue to hone the skills of student-athletes in the areas of communication, problem solving, critical thinking, leadership and teamwork. In addition, we will work with athletes to ensure they can articulate how their participation in athletics has enhanced those employable skills.

10) Unit Name: Office of University Relations

1 (b): Students are aware of the range career options by major.

- Each academic major's web page features a list of relevant job titles and current employers
- Printed program sheets used at Open House and other functions include the same information
- New Burning Glass data is being added to print and web-based resources to reference job titles, salaries, and other occupational data.

1 (d): Students understand the value of their liberal arts education.

- "The value of a liberal arts education" is featured on the Success After Eastern section of the website, linked directly off the homepage.
- Eastern alumni are frequently highlighted in EASTERN magazine, and most take time to extol the value of their liberal arts degree.
- Other messaging within our marketing efforts (paid ads, news stories, etc.) uses authentic student voices to tell of the skills learned in the liberal arts.
- On-campus "Liberal Arts Skills" banners are being developed

2 (b): Students engage in at least one applied learning opportunity while at Eastern.

- Each area of Eastern's applied learning (undergraduate research, internships, service learning and study abroad) is promoted on each department website, on the University homepage and on each major's webpage.
- Each academic department's website features information on applied learning.

2 (c): Students are aware of career development resources.

- The Center for Internships and Career Development is linked off the home page as well as other key webpages on the University website.
- The University's calendar showcases career events such as Career Fairs and Graduate Fairs.
- UR developed a database of career-based resources for Admissions to use in communications.

3 (a): Students gain employability competencies on campus.

The Office of University Relations employs student workers as writers, photographers, graphic designers and web designers. Each receives guidance and evaluation from professional staff.

3 (b): Career development and applied learning opportunities are publicized.

- Eastern's "newsroom" (online news release repository) has categories for internships, undergraduate research, community service and other applied learning options.
- MERIT pages (individual web-based profiles of each Eastern student's achievements) are organized by "badges" (categories) including each applied learning category.
- More than 230 alumni profiles showcase career opportunities and populate the University's website and print advertising.
- The webpages for undergraduate research, internships, service learning and study abroad showcase student successes, and the CICD website details career development opportunities.
- Virtual tour/online viewbook highlight applied learning opportunities and link to CICD website.
- "Alumni and Friends" page on University website rotates alumni testimonials.

11) Unit Name: Institutional Advancement

Bringing Our Students and Alumni Together

Institutional Advancement (IA) currently coordinates with the following departments on an annual event that engages successful alumni in a reception on campus where our alums have an opportunity to interact and

share information with our undergraduates. The Accounting, BIS, Business Administration, Education, EES, English, KPE, Psychology, Sociology, and Social Work departments have all participated in these receptions.

Additionally, events are also coordinated with Student Affairs, Athletics, and the Center for Internships and Career Development. We know that alumni who are engaged in the life of the university are inclined to support the university with their time, talent and treasure. Alumni are honored to be asked to return to campus to speak at an event where they can share their wisdom and their career paths with our students. This not only serves to support our students but serves to cultivate the philanthropic relationship as well. Many alumni networking events take place throughout the year.

The benefits to our students are on several levels. Navigating the transition from college to career can be a tough one, particularly for those from diverse populations. These receptions provide all students with an opportunity to hear from alumni who already navigated the transition and who may have experienced similar challenges during their time at Eastern.

Also, students who participate in these events not only learn how alumni transitioned into their careers after college, but also the challenges they faced based on their career journey specific to their industries. Because these events typically encourage students to rotate among alumni to ask questions and learn from their experiences, the students have a unique opportunity to establish a network of Eastern alums who can serve as professional contacts and catalysts to help them succeed in their career pursuit.

Outreach to the Corporate Community

For the past 15 years, IA has used experiential learning opportunities as an ice breaker when speaking with alumni about ways they can assist the university. When the *Insight Interview* initiative was started in 2010, a key question that alumni were asked was whether their company had opportunities for paid and/or unpaid internships for Eastern students. IA staff members follow up with key contacts.

Since the formation of the Employability Council in 2018, IA has increased its efforts in asking our alumni and friend supporters to consider helping Eastern with an experiential learning opportunity. IA has successfully worked with more than 15 organizations to secure opportunities for our students over the past two fiscal years.

Eastern/CIGNA Relationship

The IA Department has developed a key corporate partnership that began in 2012 in conjunction with the IT Department. The VP for Institutional Advancement has developed a working relationship with CIGNA's Global CIO that has resulted in a CIGNA work lab on campus. The Work Lab has employed a dozen Eastern students to date, and plans are in place to open a new expanded CIGNA/Eastern Work Lab that is expected to employ up to 30 Eastern students in positions with CIGNA. The program has seen over 90% of the student interns being employed upon graduation in various positions at CIGNA at salaries in excess of \$75K annually.

Internships in Alumni Affairs

In coordination with IA, the Office of Alumni Affairs has created internships designed to give students experience in marketing, promotion, planning and management. Student interns manage all of the content on Alumni Affairs' social media platforms and provide critical assistance in the planning and operations of events coordinated by Alumni Affairs. 48 students have participated since the first internship was established in 2010, several of whom have gone on to professional careers in alumni relations, development, higher education student affairs and event planning.

12) Unit Name: Library Services

1) How will your unit support any or all of the aspirations below?

- a) *All Eastern students can articulate their achievements, experiences and competencies using the language of employability.*
 - Students will be introduced to the concept of information literacy in library instruction sessions and how it relates to both academic work and the working world.

- We work with students daily to teach them any and all terms associated with working on the Archives & Special Collections.
 - Reintroduce, promote, manage and add to the various new initiatives and programs that were put into place in the 2019-20 school year and add invite other academic departments/faculty to collaborate on their planning to assure their success.
- b) *All Eastern students are aware of the range of professions and potential jobs that build on completion of their chosen major. Similarly, for students interested in further education, an awareness of the fields of graduate study that logically build on their undergraduate record and other achievements and experience.*
- Information literacy is an overarching competency general to all fields that has varying approaches and applications within the various disciplines.
 - We work with students on a semester by semester basis to help them apply and get accepted to graduate schools.
 - Assist/train staff/students/faculty on discovery system Alma/Primo so they will be comfortable and confident researching and retrieving information for careers, job opportunities/employment and further educational opportunities
 - Make new connections with stakeholders and other departments within and outside the university to share knowledge and develop programs and resources for our students at Eastern.
 - Connect the K-12 community via our university through outreach to area teachers in collaboration with community partners that promote and enhance student learning and strengthen best practice standards (Get more involved with the Center for Community Engagement).
- c) *All Eastern students graduate with either a job, acceptance to graduate school or have formulated a future plan that reflects their personal and professional life goal.*
- Students can and have asked for help with formatting resumes in the library.
 - We have helped 7 students to date get accepted into Masters of information / Library Science programs with the last 5 years.
- d) *All Eastern students recognize the practical worth of their liberal arts education and serve as ambassadors for Eastern to publicize the value of their degree.*

2) How will your unit support any or all of the student goals below? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals below?

- a) *All ECSU students develop a 4-year employability plan (and/or plan for acceptance to graduate school.) – can be measured*
- The library can provide an electronic classroom for the student plans to be developed in.
 - At the end of each semester we work with our students to make sure they understand the professional skills they have learned and the ones they have mastered or are still reaching to master.
- b) *All ECSU students complete at least one experiential learning activity (work-integrated learning experiences such as internships, on-campus employment, co-ops, field placements, student teaching, service learning, mentored research, global field courses). – can be measured*
- Eastern students have done undergraduate internships in the library and then moved on to both graduate school or employment.
 - We cannot have more than 2 interns each semester, but we complete internships every semester. We have completed at least one internship each semester for the last 5 years.
- c) *All students are aware and utilize career resources on campus via home department, CICD, Burning Glass and other on-line tools. – can be measured*

- Students could ask questions about these resources in the library. The library staff would need to acquire a background in specific resources such as Burning Glass.
- d) *All students leave with a polished resumé, have secured at least one reference letter, have interviewed or mock interviewed, and have developed a job-seeking strategy. – can be measured*
- Students in senior level courses could be given tutorials on information resources available to them after they graduate so they can access higher quality information for making decisions.
 - We work with students on a semester by semester to be able to fully articulate what they do and to be able to provide that on a resume.
 - Let students know upon hire that we will continue to assist them with letters of reference, and career advice right up to graduation. Most of our students stay the full four years in the center so it is easy to do this.

3) How will your unit support any or all of the institutional goals below? What actions will be taken, and how will you measure the efficacy of your actions to support the student goals below?

a) *All Eastern students develop employability competencies such as communication, problem solving, critical thinking, teamwork, leadership, digital literacy, and resiliency through academic programs, co-curricular experiences, and work-integrated learning experiences. **(these competencies will be defined in concert with LAC Learning Outcomes Committee and they should be measurable – in progress – stay tuned).***

- Digital literacy competencies are taught in information literacy programs and by teaching faculty request. The library has used a standardized test to assess students' information literacy skills for both freshmen and seniors.
- All students are evaluated on these exact competencies every semester. One or two professional staff provide students with input on their levels of skill in each of these areas.

b) *Career development and experiential learning are recognized and publicized as an integral component of a public liberal arts education to increase enrollment, retention and graduation at Eastern.*

c) *Eastern will maintain and create partnerships with employers including alumni employers in growth sectors in CT and New England and will support academic programs that prepare students for internships and employment in those sectors.*

- We work with the Alumni office on a daily basis to ensure that employers and alumni have the resources they need beyond their graduation from Eastern.

4) How will your unit ensure that the actions you have proposed to support the goals and aspirations of the Employability Plan (above) will be implemented? Specifically, how will you ensure that your unit carries out these actions year after year? Who will be involved and how will the actions be coordinated?

- As long as we can maintain the minimal level of staffing we have now, we will be able to sustain this work. Currently the LT in the area takes on all the day-to-day work of working with students.

13 Unit Name: Undergraduate Research

What efforts are taken (if any) to help students in the program understand and articulate the skills and competencies they are learning apart from their normal academic programs? *I believe this varies by instructor and discipline. However, there is no concerted effort I am aware of to force students to couch their work using the verbiage of academia/employment. I think we are asking the wrong question by focusing on Communication too broadly. The question should be tailored to what they did and traced back to the skill/competency. From a broader perspective, CUR is also struggling with this issue with assessment of undergraduate research, which broadly asks students their own perception of their competencies pre and post research experience. Instead, we*

are focusing on the product of UGR, which is an addition to the degree and resume. Which is what students who present/publish/exhibit/perform at external events sets students apart from their colleagues.

There are indirect measures of success with this in the list of students who are working or in graduate programs listed on the UGR website <https://www.easternct.edu/undergraduate-research/undergraduateresearchalumni.html>. It needs to be updated but it is interesting data.

14) Unit Name: First Year Experience

In FYI 100, there are both informational and skills-development Learning modules--some covered by the instructor, some by the Peer Mentors, some both. We have a LM entitled Career Development--which is based on a PowerPoint we created ...We can certainly revise it again, make it more interactive, and maybe even fulfill the goal of preparing a 4-year plan similar to the Eastern-in-4 plan that students complete with Advising staff midway through the FYI 100 semester. The Blackboard site contains not only that LM but other resources, including some articles for the instructor and the PMS. ...Students take a graded quiz as a deliverable to make sure they have reviewed the PP.

